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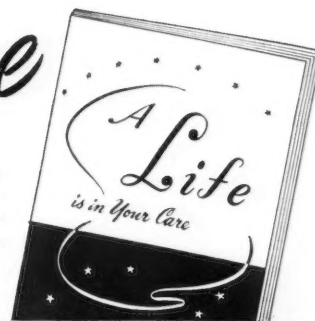
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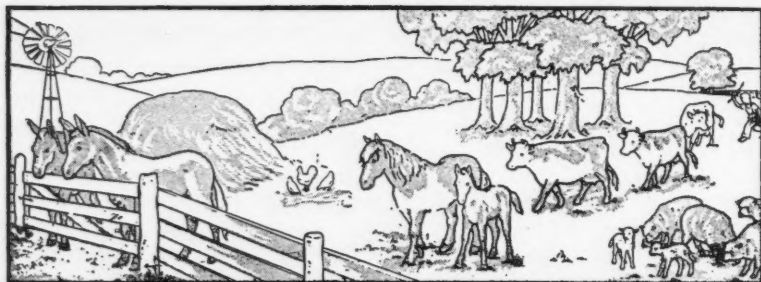
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Your Christmas Journal

THE CATHOLIC SCHOOL JOURNAL extends to each reader a sincere wish for a happy Christmas. May the Infant Jesus bless and protect you and help your pupils to grow into perfect Christian manhood and womanhood—the objective of Catholic education.

This month we offer you quite a variety of material for your Christmas program in the auditorium and classroom. And, may we add, don't forget "Our Lady of the Snows," an unusually good play, published in last month's issue.

The special Christmas material has not crowded out discussions of educational problems, history of Catholic education, and the usual variety of practical aids and projects for high school, grammar grades, and primary grades.

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An index of articles and their authors which have appeared in THE CATHOLIC SCHOOL JOURNAL for the year 1943, together with a title page for use when you bind your volume will be ready about the time you receive this issue. Owing to the shortage of paper, we are not putting this year's index in the December issue. But we shall be glad to send you a copy without charge if you will ask for it. Just send us a postal card.

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The CATHOLIC SCHOOL JOURNAL

Vol. 43

DECEMBER, 1943

No. 10

Fostering Attention in the Classroom

Gertrude Corrigan

PSYCHOLOGY proves that close attention to any subject is necessary to fix in the memory the matter to be learned. Mere repetition does not aid unless accompanied by a conscious "will to learn." A text in history may be read many times without becoming information to be recalled at need, unless there was present while reading an interest that was compelling, or a firm determination on the part of the reader, to be possessed of the facts read. Teachers know the vast amount of time that is wasted by pupils going over lessons without the proper attitudes.

To this end, most methods of modern schools provide means of enlivening the process of learning by various devices which tend to increase interest in the matter to be learned. Association of the text with facts already known, and plans to illustrate the importance of remembering the facts for future purposes, are among the many lessons of modern pedagogy. It is known that the mind tends to slough off unpleasant memories while clinging to those that were of happy association. These truths are held basic in the new practical psychology. Methods that deal with training of the will to learn are part of the curriculum of all normal schools.

Make Attention a Habit

Devices for securing close attention to lessons are aimed at the younger students, the assumption being that attention becomes a matter of course to the older pupils. As children mature, new and compelling motives are present to engage the earnest cooperation of the learner with the instructor. Dependence upon the reliability of the habit of attention in the more mature young people is an error in judgment. A mere recognition by the adult of his own wandering attention in reading or

listening to lectures or even to sermons should warn that attending closely to what is read or heard is not usually a habit but a specific volitional act for each occasion.

Now the habit of attention can be cultivated to the point of being an economic asset to every individual. The purveyors of mechanical hearing aids emphasize the importance of a "willing to hear," and a persistent effort to hold what is being heard whether of interest to the hearer or not. They claim that it is not so much faulty hearing but faulty listening that causes the partially deaf to miss what is going on around them.

Tiresome Repetition

When children come to the first primary grade for formal instruction, everything is new and of vital import. The amount that little folk absorb, learn, and remember during the first weeks of school is astounding when measured by the rate of later progress. However, wasteful plans of schools, placing large numbers in the beginning classes, soon robs this season of its most precious fruitage. Those who learn quickly have to mark time for those who are slower.

Those who learn readily get into ways of dawdling, running away mentally, and taking on outside fancies, while the matter to be learned is rehearsed for the slower ones. This escape practice comes in the very early weeks of school. It is the habit that is to blame for most of the loss of time in making the grades.

The primary grades should deal with individual children or very small groups, rather than with large classes. After short sessions of intensive drill, the little ones should be set free to follow their own plans within a proper school procedure. The point is that what they do is not to be considered as a formal lesson. They may

learn much that is valuable in this unofficial period, but it does not fatigue the child with the strain of enforced tension. He sees that at class time, the procedure is different from that of other periods of school activities.

Primary Grades Important

If the number in primary classes could be kept small for each teacher, and these plans for intensive personal application for short sessions to the matter to be learned pursued for the first two years of formal school, the memberships in the succeeding grades could be enlarged without loss of good study habits.

This does not imply that children of the primary grades are to be allowed to follow their personal whims and caprices. The methods of primary instructors are full of interest for little people. Their world is recognized in all sincerity. Each reading lesson is full of importance to them. Most schools let the children make their own reading text out of their life at home, coming to school, or in the schoolroom.

Limit Time for Study

There is not so much a fear that they may forget what they have been taught; but there is a certainty that the nimbler minds will learn to drift while under apparent formal classwork. They may have possessed themselves of the facts of the lesson before them, but they are quite as easily bored as are adults on hearing repetitions of the matter they have learned. They thus send their agile minds off after some more vivid and newer material. Thus the beginning of the absenteeism of the mind under instruction.

All teachers know the disappointing recitation of some conscientious pupils after spending hours on a history lesson. A story that has human interest can be told to that

same halting pupil and it will be held in memory for years afterward. Yet the history text had packed into it a whole series of human-interest stories that would stay forever in the mind if the attention were riveted and the "will to learn" present.

The habit of attention is one of the greatest importance in the science of pedagogy. From the first day of school to the end of the secondary period, a strict follow-up of the mental processes of pupils in their study hours, and a close observance of their reactions during recitations should be kept. A limit should be set to the time allowed for learning specific lessons and no longer time permitted. Dawdling should be sternly checked. This stern discipline should not be necessary if good study habits were formed in the early primary grades and followed through the grades until there should remain no doubt as to the proper study attitudes. Mature students would see the economy of scheduling and rationing study periods.

This system is most important in the purely academic lines. Where there is such a mass of information, steadily accumulating through time, that all well-educated people are supposed to possess there must be an economic distribution of time spent

upon memory work. Here is where the discipline of habitual attention counts. In the later projects of research, more leisurely progress will be made; in this field, the mental activity induced by the methods needed in research ensures the persistence of the facts discovered.

"Pay attention" is a notice to the observer that attention is wandering. It is well to caution the young teacher not to step out of the routine of the lesson to admonish the wandering minds of individuals. Take full advantage of the keen application of those who are attending. Leave the discipline of the absentee minds for other times and places.

An Important Problem

Projects that call for pupil participation are good mental training; however, there are so many periods when physical activity cannot be called into aid in the process of learning that there must be devices to cover those moments when the body is quiescent and the time must be spent in mental activity. Here is where that early discipline in attending will weigh. Every moment should find the young mind accounting for itself. Either it is under compulsion of formal learning, or it is officially

freed to follow some line of its own making. There should be no confusion of the two implications.

It will be seen that this is also a plea for the best and most highly trained psychologists in the primary grades. After pupils have been scientifically habituated to periods of intensive attending, they will be found to pursue these same economic attitudes in succeeding grades.

Pupils sometimes fail in attention under stress of physical defects. Even among the well-to-do, there are frequent cases of malnutrition. Fatigue is another factor to be considered. As more and more exciting and distracting diversions enter the lives of the young, it is often matter of wonder that any energy is left for the pursuit of the necessary drill of education.

The answer would seem to be to have the school take over the cinema and the radio and employ them in the vivifying and modernizing of the entire curriculum. Thus the outside whirl of events might be used to turn the wheels of instruction.

Until that time, there must be rigorous application of all practical means of combating the losses due to inattention, by taking, at the right time, proper measures to counteract the distractions of modern life.

Educational Contributions of St. John Baptist de La Salle *Brother Basil, F.S.C.*

ST. JOHN BAPTIST DE LA SALLE was placed by divine providence at one of the turning points of the history of education. It was his mission to inherit, to assimilate, to organize, to adapt, and to apply the educational principles of past generations, and infuse them with a new life, a new inspiration and applicability.

A Pedagogical Library

The founder of the Brothers of the Christian Schools left to his co-workers and followers numerous writings to guide the Christian teachers notably the *Règles* or rules for the Brothers, and the *Conduite des écoles chrétiennes*. The latter work, composed in 1706, has in accordance with the author's principle of adaptation to present conditions gone through numerous revisions in French, the latest that of 1903. An English translation, *The Conduct of the Schools of Jean-Baptist de La Salle*, is well known to English-speaking Catholic educators. There are also many commentaries and studies of the works of the Saint, made, for the most part, by Brothers of the Christian Schools.

These writings center around the religious and professional formation of the ideal Brother of the Christian Schools. Some of the principles laid down in these books are final because they are based on

EDITOR'S NOTE. The author of this article suggests that we publish the educational contribution of the religious teaching orders, and he sends us this enthusiastic account of St. John Baptist de La Salle. Here is a picture of a very modern educator in the seventeenth century.

Catholic dogma; others, though they are the expression of solid philosophical and psychological truth, are intended to be tentative and experimental.

Training Professional Teachers

There were many great and noble teachers in the universities and also in the secondary and elementary schools before the coming of St. John Baptist de La Salle. Though the true history of education has not been written, it would not be difficult to make a long list of men whose lives, doctrines, and teachings carried youths to the noblest accomplishments, but we can hardly deny that a large number of the elementary schools of the day were only temporary, unorganized, unprogressive, and under the guidance of men whose instruction and educational experience were lamentably inadequate. Thus Claude Joly,

the precentor of Notre Dame of Paris, is accused of using as teachers saloon keepers, street cleaners, grooms, etc. St. John Baptist de La Salle demands that every one of his disciples be a professional teacher, who must renounce any other profession, even the holy priesthood, rather than jeopardize his educational interest and efficiency. Thus he says: "The Institute of the Brothers of the Christian Schools is a society in which *profession* is made of keeping schools gratuitously. . . . The end of this Institute is to give a Christian education to children . . . to teach them to lead good lives," etc.; and: "The twelve virtues of a good master are: gravity, silence, humility, prudence, wisdom, patience, reserve, meekness, zeal, vigilance, piety, generosity."

The professional training of the early Brothers was fostered also by frequent assemblies of experienced and "in-training" masters to study their common experiences and to be inspired with new ideals. We like to visualize these meetings where each one communicated his experiences, his successes, his failures, his hopes, and sometimes his despair, and proposed modifications and adaptations to the most popular guide to the elementary teacher at the close of the seventeenth century.

Establishing Normal Schools

The sagacious observations and the educational intuition of St. John Baptist de La Salle made him conscious, from the very early days, that to attract to his schools unruly street vagabonds, to break the cold indifference of illiterate parents, to counter the bitter and persistent attacks of the Master Writers and School Teachers Guild, he needed teachers of unusual ability, who could not be trained by occasional meetings and discussions. It is then that he visualized the need of seminaries for teachers where proper academic, professional, and practical instruction would be imparted. As soon as this imperative need shone in his mind, he convened daily his few teachers in his manorial mansion until it would be feasible to organize a normal school first for his own "Brothers" and then for the preparation of extern teachers for the rural districts. Later he established normal schools in Reims in 1684, Rethel in 1686, La Fere in 1687 (?), Paris in 1690, and Saint Denis in 1709. When we study the organization and the program of study of these normal schools, and the provision for practice schools attached to them, we wonder at the foresight and the educational wisdom and inspiration of the founder of the modern popular schools. But our astonishment rises when we read how he received boys 12 years old to train them more thoroughly in the juniorate, the novitiate, and the scholasticate for their future mission as Christian teachers. Our admiration and surprise reach a higher peak when we read in the *Conduct of the Christian Schools* of the provisions, rules, organization, and school officers (inspectors) provided for the care of in-service training and inexperienced teachers.

Free Public Education

Our Saint gave a pertinent proof of his sagacious wisdom when he provided for the complete social security of his teachers, that they may devote themselves wholeheartedly to their noble profession without worrying about old age and sickness.

In spite of the entrenched and powerful influence of the Writing Masters and School Teachers guilds, who controlled elementary education up to the end of the seventeenth century, with the only exception of the so-called charity schools for the children of the destitute, St. John Baptist de La Salle set up against them such a stubborn passive and active resistance, that they were obliged to yield to the devotion and efficiency of the new teachers, who received free into their schools both rich and poor. The Saint insisted unconditionally that he could not take charge of any school unless the pastor, the municipality, or some benefactor would provide a suitable school building, proper school



A Christmas Silhouette

— G. C. Harmon

furniture, and the funds that the teachers needed for their meager sustenance. Thus he was obeying loyally the conciliar and episcopal decisions that prescribed that elementary instruction should be free to all. And, even today, in spite of most adverse circumstances, his spiritual children are the stubborn and resolute champions of free education for all.

Home and School Correlated

The family is the true social and educational center; destroy the family and you bring the whole social structure to the ground, as is unfortunately too well illustrated by our crumbling civilization. Modern educators are so deeply convinced of the need of cooperation and sympathetic understanding between the home and the school, that they employ visiting teachers whose main and most important duty it is to correlate the home and the school, to discover what home conditions may explain some neurotic or unsocial behavior of the students. School administrators strive to interest parents in the school by such devices as open-house days, home-and-school associations, and report cards.

If we open almost casually the *Conduct* we are surprised at the important role the inspector has to play in connecting the parents of the students with the school. The parents must present to him the new student, give details of his past schooling, his habits, his special needs and handicaps; should a student be absent, it is up to his parents to explain the case. The inspector is to urge the pastor of the parish and the municipal authorities, to visit the school together with the wealthy ladies of the neighborhood who are interested in the welfare of the poor and handicapped children. In these prescriptions we find the seed out of which our modern parent organizations have grown.

We are justly proud of our pretentious

school buildings with abundant space, light, air, and heat, their laboratories and libraries providing many opportunities to ambitious students. This we accept as a matter of course; but, how can we refrain from admiring the wisdom of St. John Baptist de La Salle when we read on page 222 of the 1720 edition of the *Conduct* the following chapter heading: "Chapter IX—Construction and Uniformity of Schools and of the Furniture Which They Contain?"

Experimental Psychology and Guidance

If the modern student of "human" psychology succeeds in disentangling himself from the jargon and "humbbug" of the topsy-turvy theoreticians, and opens the 1706 edition of the *Conduct* he shall be instructed on a modern and practical method of psychological analysis. Let us translate but one example of this truly humane psychology:

"At the end of the scholastic year . . . the teachers shall report, in the class register, the good and bad qualities of their pupils, as revealed by observation, such as: piety in church and school, modesty (self-control), attendance, submission, prevailing defect, intellectual progress, reliability, family control and condition. These class registers shall be kept by the director of the school that they may be used by successive teachers for the moral and intellectual guidance of the pupils."

From the same book and the same chapter, we transcribe a psychogram given as a model:

Psychogram of Francis Delevieux

A. *Registration and Attendance.* Francis Delevieux is eight years old; he has been in attendance in this school for two years. He is in the third grade since July 1. Francis is rarely absent but often late.

B. Moral Make-up. Francis respects an authoritative teacher, otherwise he is self-willed and temperamental; his temper is equable, social, friendly; he is ever ready to do anything when properly handled.

He lacks recollection and piety in church, in school, and during prayer; because he is lightheaded, he needs constant supervision; his conduct is generally satisfactory; he needs constant encouragement; reprimands and corrections depress him and have no salutary effects; he is easily led away by bad companions.

C. Intellectual Make-up. Francis has a brilliant intellect, but his unsteady power of attention needs the constant help of his teachers; though he has a great power of assimilation, he failed to be promoted twice for lack of application.

D. Offices Held. Though Francis is reliable, vigilant, and conscientious he has not been entrusted with any office in the school because he is frequently late and lightheaded.

E. Family Attitude. The family spoils Francis, and resents any punishment inflicted on him.

F. Follow-up. New observations to be inserted by successive teachers, by the inspector, and by the director of the school, and checkup, against the preceding analysis.

Curriculum and Methods

To accommodate our school program to fast-changing economic, social, and religious conditions, modern educators have experimented so extensively and desperately on curriculum contents and organization, that at present the most complete misunderstanding prevails. In contrast to this situation we find St. John Baptist de La Salle giving for the elementary school teacher a clear and definite program of studies, together with wise rules on the promotion of pupils through grades and sections. Even our detailed steel school files do not excel by much the utility of the school records which were kept by the teachers of St. John Baptist de La Salle.

Whoever has read the long and enlightening chapters that Comenius (Komensky, 1592-1673) in his *Didactica Magna*, consecrates to the simultaneous group method of teaching, shall not claim that St. John Baptist de La Salle was the first to introduce it in the schools; but, it will not be erroneous to say that he popularized it, organized it, and tempered it by providing prudently and wisely for exceptional children who are out of step with their group.

And we cannot gainsay his great courage and initiative when he broke resolutely the lock step of the long-entrenched custom of using the Latin language as the universal teaching tool, and introduced the use of the vernacular which was yet despised as the "vulgar" and the "common" tongue.

BABE ON STRAW

An old German carol, printed since 1623
Translated by Tarcisius A. Rattler, O.S.A.

O Child, Thou art God's only Son;
O Crib, thou throne of Solomon;
O Cave, as paradise so bright;
O Straw, like roses red and white.

Babe, Thou in the stall,
Make us happy all.
Babe there on the straw
We adore.

Thine head is gold and curled Thy hair;
Thy lips are red, Thy eyes are fair.
O Beautiful One from head to feet,
Thou art above all honey sweet.

Babe, Thou in the stall,
Make us happy all.
Babe there on the straw
We adore.

Thy body is an ivory shrine,
There sapphire treasures do recline.
The sapphires are God's majesty,
The ivory is humanity.

Babe, Thou in the stall,
Make us happy all.
Babe there on the straw
We adore.

Enlightened Methods of Discipline

Under this heading come our unsolved and most complicated educational problems. All the writings on these problems of human behavior are full of hesitation and present timid and tentative solutions. We have with us physical, mental, emotional, and social misfits which our clinics for physical and mental ailments and the laboratories of our psychoanalysts are unable to rehabilitate. In this educational field our psychological theories have egregiously failed to provide adequate remedies because they have dehumanized man, robbed him of his soul, of his consciousness, and dealt with him as with a robot. So, unfortunate exceptional children are misunderstood in the school, or brutalized in the corrective institution.

A deep understanding of child psychology enabled St. John Baptist de La Salle to provide organizations and rules for exceptional children, which we can but admire, try to imitate, and adapt to our present circumstance. The student of exceptional ability was enticed to greater endeavors by a series of "tasks" measured to his capacity, and by a wise and graded system of promotion. The ambitious pupil was offered a series of honorable positions by which he could gain the esteem of his fellows and exert his ability to his maximum, by participating in the government

of the school. The rebellious character was kept under control by wise and constructive disciplinary rules, that would not warp his temper and which were rather preventive than punitive. The teacher was instructed on the means of correction wisely, prudently, effectively, and charitably; he was shown how to adapt his punishment to the moral and psychological dispositions of the culprit. Physical punishment was to be inflicted rarely and with so much prudence and moderation that the culprit, realizing his guilt and the great kindness of his corrector, would promise gratefully to amend himself. The causes of truancy were to be investigated in every single case, and the truant was to be shown the great injury he was causing to himself. Reformatory schools were set up on lasting psychological and religious principles to "form again" into useful citizens the young men who had become a social danger. Even persons who had been cast away by society were not abandoned by St. John Baptist de La Salle; he took charge of them in the penitentiary and turned many out as useful and ambitious citizens. His disciplinary system was based on the principle of *fortiter in re* but *suaviter in modo*; he ever remembered the etymological relation of whole and holy.

We cannot refrain from giving a quotation that aptly illustrates the disciplinary principles of St. John Baptist de La Salle: "The conditions that correction should have, so that it may be to the purpose: To be useful, correction should be on the part of him who administers it: pure, charitable, just, suitable, moderate, peaceable, and prudent. And on the part of him who receives it: voluntary, respectful, and silent."

Religious and Moral Education

It is indeed invigorating and promising, to notice that spiritual and religious values are being reintroduced and given recognition in our schools and universities. Our forefathers submerged under the wave of the rationalism, scienticism, and secularism, that flooded western civilization during the eighteenth and nineteenth centuries, adopted a Godless creed for our public school; the old and outmoded God was to cede His too long held throne to His successor whose name is "Citizenship"; young minds were to be freed from the nightmare which during the "Dark Ages" had choked to death the free thought of men. They sowed nihilism and we harvest revolution.

Such was not the case with St. John Baptist de La Salle; his school was intended to be a vital unit of the religious community, the parish; religion was to be its inspiration, and the catechism text its *vademecum*; strong, creative personalities were to be built by means of prayer, meditation, respect, obedience, self-control, industry, and Christian charity; rich children

were to live democratically with the children of the poor and to partake with them generously but wisely their substantial meals (modern, free lunches). It would take a no mean volume to study fittingly how St. John Baptist de La Salle adapted to school use, in a most genial manner, the system of religious training he inherited from St. Sulpice Seminary.

Physical Education

Here we might exclaim with St. Paul addressing the noble Areopagites: "Athenians, you are religious even to excess." But are we sure that organized athletics have improved our national health! How are we providing for the physical welfare of the "bencher" and the "cheering squad"? Could we not use some of our "athletic funds" to feed, clothe, and shelter some of our many poor children? Is not "athletism" one of our "biggest" mistakes? Would it not be wiser to follow the wise prescriptions of St. John Baptist de La Salle prescribing that all students should have abundant light, air, room, recreation, and food?

May we not confess that we have maligned the good reputation of democracy by using its honorable name to excuse our lack of respect and our crude manners; politeness, however, is the "key" to the many pleasant and genuine relations of the individual living in a democratic society. Due to his high social standing, his refined home training, and his noble and generous character, St. John Baptist de La Salle insists that children be trained to gentlemanly behavior in all circumstances of life; for them he composed his admirable manual on politeness; *Règles de la bienséance et de la civilité chrétienne*, whose details may be outmoded, but whose principles shall last as long as man respects self and neighbor. His admirable respect and courtesy for the poor were but a practical application of Bossuet's phrase: "Our lords, the poor."

Vocational Education and Guidance

One of the most consequential responsibilities of the school administrator is to provide schools that are in accord with the historical traditions and cultural aspirations of its clients, to develop fully their personality and to prepare them for present and future life; short of this, the school does not fulfill but betrays its noble mission.

When we study in the light of the history of Europe and of France the educational institutions established by St. John Baptist de La Salle, we wonder if human genius alone can account for his foresight, his intuition, and his wisdom.

No expert physician ever diagnosed as accurately the seat and cause of the evil and prescribed more efficacious means to cure it and to prevent its recurrence. For

CHRIST IN THE WORLD

In victory we shall seek the establishment of an international order in which the spirit of Christ shall rule the hearts of men and of nations.—President Roosevelt.

the laboring classes he organized his elementary schools; for working adults he created extension school, Sunday courses, and evening commercial academies; for apprentice sailors, architects, etc., he established advanced professional courses; for young men who were preparing for scientific careers he created the modern (non-classical) school whose program seems to have been planned by the latest curriculum expert; it reads as follows: "Advanced catechism, Bible history, history and geography, literature and rhetoric, bookkeeping, geometry, architecture, natural history, hydrography, mechanics, cosmography, modern language, music, differential and integral calculus."

The present and future life position of

students and graduates was of great concern to the saintly founder. He is rightly considered as the founder and inspirer of vocational guidance.

Conclusion

Thus, the tiny seed planted by St. John Baptist de La Salle has grown to a mighty tree whose beneficent shade covers the surface of the earth. Today 20,000 of his children demonstrate by their very existence and work in every language and race, the vitality of his religious and educational principles. His spiritual family is not limited to the Brothers of the Christian Schools. Many teaching orders of both men and women have adopted his ascetical and pedagogical doctrines, and the system of public schools that prevails today in every civilized nation, honors, perhaps, unconsciously, the sane and safe psychology on which he based his genial educational principles. May we hope that, when a true history of education, based on the factual study of the sources, and free from scientific and religious prejudices, is written, he shall receive the recognition that belongs to his creative work.

He Wouldn't Play

Harold J. McAuliffe, S.J.

IN THESE days when many educators of the old school deplore what they consider to be excessive emphasis on athletics, it may seem a bit bold to advocate an even further extension of sports in our high schools. Lest these experienced educators become unduly alarmed, let me hasten to explain that the extension advocated is meant to affect those students who at present engage in no sports at school, despite the fact that they are blessed with normal physiques. And the main reason for the proposed extension is to help these inactive students develop physical grace and ease, to help them overcome awkwardness.

The play instinct is, of course, natural. But nature often finds itself thwarted by a few boys and girls of high school age whose interest in books overpowers their interest in organized play. The majority of boys and girls require the bit rather than the spurs, but these few stubbornly insist, to their ultimate harm, on browsing lazily in by-pastures where an esoteric spirit rules out anything like competitive sports. They even find ways of skipping obligatory gym courses. But "nature never fools you"; they may live to regret the frustration of a wholesome natural tendency.

Maturity may find them as awkward as they were at the gawky age. Their feet still get in their way; their timing is bad; their

arms are as mechanical as semaphores; they act like Pa and Ma Robot after the master mechanic and electrician have forgotten to oil the hinges. When they have to make a public appearance requiring a bit of co-ordination, they look as uncomfortable as a lion cub learning his first tricks to the tune of the lion-tamer's whip. Dancing may iron out some of the worst kinks, but sports alone will give these boys and girls an all-round facility in the use of their muscles.

They need not play nor even aspire to play on the school teams. The intramural program of the ordinary high school will offer sufficient outlet for their play instinct. It will give them a chance to develop physical grace; it will teach them the many lessons of competitive sports, such as self-denial for the good of the team, cooperation, a common-sense attitude toward winning and losing, perseverance against odds, patience in bearing physical pain and humiliations, a proper confidence in one's ability. They themselves may be surprised to learn how much fun competitive sports can bring them; they may end up by needing the bit instead of the spur. They certainly won't step into mature life with an inferiority complex generated by their awkward, graceless carriage and motion. If wallflowers are decorating your halls, uproot them; they'll grow better in another climate.

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Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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School Discipline and the Teaching of Religion

A formal petition to the school board of New York City approved by the Teachers Alliance reads in part as follows:

Discipline in our schools is far less effective than it has been at any time within the memory of present teachers. Insubordination and open defiance of authority are of common occurrence. Acts of violence, frequently involving injury to teachers, have increased alarmingly.

Truancy, in many cases, is deliberate, defiant, and unchecked—far more so than was the case even a decade ago.

This situation, frightening in its implications for the future, is not a matter of sudden development, caused by the war, but has been of continuous and accelerated development during the past several years.

We realize that the causes of this situation are many and complicated; that some of the cases are social, economic, and environmental and thus beyond the power of any administrative procedure. We believe, on the other hand, that several of the causes are susceptible of immediate and effective treatment.

The statement contained a note that behavior in parochial and other denominational schools is better, but this must not be a cause for self-satisfaction. Occasionally parochial school problem children find their way to public schools.

Generally speaking, we must remember that the parochial schools and the children in parochial schools live in the same environment as public school children, and are subject, too, to the wider social and economic influences. We ought, therefore, to watch closely the discipline of our schools, and to be especially intelligent in the methods we use. Every insight of mental hygiene and cooperative living we should use. Corporal punishment will hardly ever be used; however, the

control of the situation must remain in the teacher's hands.

Our religious teaching must be more real and more effective in the daily life of the children in and out of school. Religious teaching entering the heart of the children, reinforced by a teacher with something of a Christlike spirit, will solve all problems of discipline as they will solve many more intimate problems of human life. Use this tremendous advantage you have for the welfare of the school, and more particularly of each child—and most of all, for the glory of God—and in that way for your own soul.—E. A. F.

Federal Aid for Education

Federal aid for education is again a live issue with a bill pending in the Senate. There is the same problem. The main issue, as always, is: Can government give away money without laying down the conditions upon which the money is given. There is history with its inescapable facts that wherever aids or subventions or grants-in-aid were granted, there has inevitably gone increased control through more extensive conditions and greater refinement of conditions. This has been practically the universal testimony of history. In periods of aggrandizement of central power this result is the more certain.

It is natural, therefore, that sincere persons thinking that words in statutes can alter these historical lessons put their faith in words, even in such strong words as section 1 of the bill pending in the Senate, which are:

"Section 1. No department, agency, or office of the United States shall exercise any supervision or control over any school or State educational agency with respect to which any funds are expended pursuant to this act, nor shall any term or condition of any agreement under this act relating to any contribution made under this act to or on behalf of any school or State educational agency authorize any agency or officer of the United States to control the administration, personnel, curriculum, instruction, methods of instruction, or materials of instruction."

Words can hardly be stronger in their negation and in their prohibition, but the historical facts of power, of bureaucratic centralization, and of control of funds may be expected, as in the past, to make them meaningless. State and federal aid has always been an instrument of securing or enforcing central policies and "influence may be just as effective as control."—E. A. F.

A New Period of Education?

We read often in discussions of education today that the war is the end of a period. It should be. It is a great opportunity to raise the fundamental questions of education. But, if we drift as we have in the past, then it will be an opportunity—a great opportunity—missed.

This will be especially true of Catholic education. It will need to examine itself to see to what extent it is really achieving in its practice, its sound principles. It will need to word its principles so that they can gain currency outside the field and be more influential within the field.

What are some of the questions that a new period of education should face, which the passing phase of education neglected: What is a human being? What is the purpose of human life? What is the educational significance of death? What is the purpose of social life? What is the measure of the worth of human life? What is learning? What is teaching? What is the place of training in skills in education?

It is these fundamental questions that education must face—but they must be faced in the light of full knowledge, courageously and objectively.—E. A. F.

Truce for Thirty Minutes

A Christmas Play for Older Boys

Sister Adele Marie, C.S.J.

CHARACTERS: Privates John Hudson and Ted Mallory; Corporal Frank Nelson; Chaplain Carroll; Franz Schulte, a German prisoner; Hideo Yamamoto, a Japanese prisoner.

TIME: Christmas eve, shortly before midnight.

SCENE: An army barracks on an island in the South Pacific. As the curtain rises, a guard walks slowly back and forth in front of a tent. The scene is flooded with moonlight.

PVT. HUDSON: Halt! Who goes there?

PVT. MALLORY: It's Mallory. [Enters upon the scene briskly.] Well, old top, I see you're still awake. It's past eleven, John. Better turn in for a while. I'll relieve you now.

PVT. HUDSON: Thanks, Ted. I'm pretty tired all right, but somehow or other I don't feel very sleepy. I feel as if I were born with my eyes open.

PVT. MALLORY [placing his hand on Hudson's shoulder]: Don't let your nerves get the better of you, John. These days have been a hellish inferno but, thank God, we'll have a lull now, for a while anyway. Swede told me this morning that they saw the battered remnant of the Japanese fleet headed north.

PVT. HUDSON: It's too bad there's any of it left to head north. I wish we could have cleaned up on 'em.

PVT. MALLORY: We did pretty well at that, John. Say, look at that moon! Isn't it magnificent? Swaying palms, a tropical moon, and a silver sea—a mighty romantic setting, I say, if it weren't for all this barbed-wire entanglement.

PVT. HUDSON [bitterly]: Romantic all right—for a rendezvous with death!

PVT. MALLORY: Say, old sock, you're not feeling blue, are you? Why, boy, we've really accomplished things these days! I'll wager that wound of yours is giving you a bit of trouble and that's what makes you feel—well, somewhat depressed, let us say.

PVT. HUDSON: No, Ted, the wound is healing nicely, thanks to Doc's good care. I'm just fed up on this guard duty, that's all. Every time I lay my eyes on those two guys in there, I want to run my bayonet through them!

PVT. MALLORY [laughingly]: Man alive! There's murder in your heart, and I remember the day when you couldn't bring yourself to drown your Aunt Clara's troublesome cat. [Both laugh.]

PVT. HUDSON [becoming serious again]: Times have changed, Ted. I feel like my soul has passed through a period of transmigration. War's a grim business.

PVT. MALLORY [hearteningly]: It's grim all right, and gory too; but it can't last forever, thank God. Here, have a cigarette.

PVT. HUDSON: Don't tempt me, you old sinner. You know well that smoking is forbidden to guards while on duty. If I don't get another job soon, I'm going to take to chewing tobacco.

PVT. MALLORY [chuckling]: Boy, John,

that would be something to write home about! [After a pause.] Say, Captain Lawson had another long interview with your prisoners, didn't he?

PVT. HUDSON: Yes, he and Doctor Thompson were both in there for an hour this morning. The Jap pilot needed much medical attention. Doc says he'll probably die. He has a serious internal injury.

PVT. MALLORY: I can't see how he survived all those days at sea if the internal injury is so bad. Poor devils, will you ever forget how they looked the day Whitman found them on the raft?

PVT. HUDSON: Poor devils nothing! Too bad they didn't die before we spotted them. Two more mouths to feed. And with it all, Captain Lawson gave orders that they be treated kindly.

PVT. MALLORY: So that's what has prevented you from running your bayonet through them, eh? Say, listen [pause] . . . sounds like one of your prisoners is vocalizing. [From the tent comes the strains of "Silent Night" in German. Both soldiers listen intently for a few moments.]

PVT. HUDSON: It's that German officer. Wait, I'll go tell him that it's bad enough to have to look at him without having to hear him too. [He charges toward the tent.]

PVT. MALLORY [detaining him]: No, no! Don't, John! Don't say anything yet. Man alive, he has a magnificent voice! [The soldiers stand in listening attitude a short distance from the tent. The singing becomes fuller.]

PVT. MALLORY [as the song comes to an end]: That's the swellest singing I've heard for a mighty long time! I could not understand the words, John, the melody took me back to New York . . . [becomes reminiscent] . . . snowdrifts . . . old St. Mary's . . . a pal of a girl . . . midnight Mass . . .

PVT. HUDSON: Ted, I'll be hanged! It's Christmas eve, man! It's December the twenty-fourth. That's why Fritzie is singing!

PVT. MALLORY: Christmas eve! Sure enough. One loses track of time out here. Gee, that was swell singing, John. I'm going to offer him a cigarette and ask him for an encore.

PVT. HUDSON [admonishingly]: Don't be lavish with cigarettes, Ted. They're more precious than a song and besides—

PVT. MALLORY [heedlessly]: Not to me, John. I crave good singing. Boy, that was hot stuff! I want more. [He approaches the tent and calls the prisoner.] Hey, Fritz, come out here. [The German emerges from the tent.] We don't generally allow our prisoners to vocalize at midnight, but you are blessed with an extraordinarily good voice. We enjoyed that song.

PRISONER SCHULTE: Thank you, Sir. It has long been my custom to sing on Christmas eve.

PVT. HUDSON [with cautious reserve]: I didn't think you Nazis kept the Christian feast of Christmas.

PRISONER SCHULTE: Not all Germans are Nazis, Sir, even though they fight under the banner of the swastika. Christmas is a feast that belongs to the world, and Christian hearts the world over cherish it.

PVT. MALLORY: That's well said, Fritz. Prove that you mean it by singing another Christmas carol. [He fingers his package of cigarettes as if half-tempted to offer the German one.]

PVT. HUDSON [to Mallory]: Restrain yourself, Ted. No cigarettes around here.

PRISONER SCHULTE [to Mallory]: I shall be very happy to sing once more a Christmas carol. You will permit me to dedicate this selection to my wife and my little daughter, Gretta. [He pauses, then looks out toward the ocean.] To them, somewhere in the Fatherland, I send my heart and my song. [He sings "The Birthday of a King" by Neidlinger. "O, Holy Night" or any other Christmas song may be substituted here.]

PVT. MALLORY [enthusiastically]: Not bad, I say! [Clapping is heard from a distance. Both soldiers are startled for an instant. Hudson walks toward the barbed-wire entanglements.]

PVT. HUDSON: Wait, I hear footsteps. Halt! Who goes there?

CPL. NELSON [off stage]: Easy there, John! It's I.

PVT. HUDSON: Come forward to be recognized! [He stands ready for action as Corporal Nelson enters whistling lustily.]

CPL. NELSON [gayly]: I told the fellows I was taking my life in my hands to come up here.

PVT. MALLORY: Say, Corporal, don't you know that John keeps his finger on the trigger? One step more and you would have been a corpse instead of a corporal.

CPL. NELSON: That singing lured me. Fellows, it was superb! Which of you is the gifted one?

PVT. HUDSON: Neither of us, Corporal. Our prisoner here got the urge to sing.

CPL. NELSON: Say, that was a magnificent urge. I hope we can tempt him to get it again. All the fellows are lying out there near that fringe of palms waiting for an encore.

PVT. MALLORY: I knew I heard clapping. Listen, John, we can put on a midnight concert right here. [To Nelson] Corporal, you have a first-rate voice yourself. Use it. [Moves impulsively toward the German prisoner.] A whole pack of cigarettes to you, Fritzie—minus matches, of course—if you'll only sing again!

PVT. HUDSON [warningly]: Better go easy, Ted.

CPL. NELSON: It's o.k., I think, John. You guard the roost, and Ted and I will join the German songster. [Singing "God Rest You Merry Gentlemen" he goes, in high spirits, to join Pvt. Mallory and the German prisoner. All sing lustily. As the song concludes, clapping is again heard in the distance.]

PVT. MALLORY [*impetuously*]: Say, that was great, Corporal. A symphony under the stars, gentlemen! If John could only join us, we'd have a quartet.

CPL. NELSON [*as if thinking aloud*]: The last time I sang that old English carol, a lovely bit of femininity accompanied me at the piano.

PVT. MALLORY: And the last time I sang it was at the Yuletide Jamboree at Notre Dame.

PRISONER SCHULTE: Gentlemen, the last time I sang it was at a soiree of German and English officers, at Heidelberg, several years ago.

PVT. MALLORY [*laughingly*]: O memories that bless and burn! Here's a toast to by-gone days! [*He holds his canteen aloft for a moment, drinks, and then passes it to Corporal Nelson. The latter holds it to his lips and is about to pass it to the German when a short, emaciated figure emerges from the tent. The two soldiers are visibly surprised. Pvt. Mallory takes his canteen. Pvt. Hudson draws nearer to the group and remains alert. The Japanese prisoner bows slightly.*]

PRISONER YAMAMOTO: Gentlemen, permit me to join you here, if you please. I, too, have known happier Christmases. My name is Hideo Yamamoto. Would you hear my contribution to your Christmas concert?

PVT. MALLORY [*not too enthusiastically and glancing quickly at Cpl. Nelson*]: Sure, why not?

PRISONER YAMAMOTO: I play a harmonica. By some freak of fortune, it stayed in my kit when all else was lost. [*He coughs spasmodically as he speaks.*] I, too, will dedicate my melody. I send it out over troubled waters to Brother Thomas Kennedy wherever he may be tonight. Years ago he was the prefect of the Boys' School in Nagasaki. This old harmonica was his gift to me. But a greater gift he gave me. From him I learned priceless lessons of man's higher destiny.

PVT. MALLORY: It seems to me, Yamamoto, that if you had abided by the principles which the good Brother taught you, you probably wouldn't be a war prisoner tonight.

PRISONER YAMAMOTO: In Japan, Sir, no man is master of his fate, regardless of what his personal beliefs might be. We are but puppets of the Empire—tools to be used by those in high places. You, gentlemen, are privileged to fight beneath the banner of the world's greatest democracy. Now for my song. [*He plays "Adeste Fideles." At the conclusion of his performance, clapping is heard in the distance. The German picks up the chorus, singing the first line "O come let us adore Him"; the two soldiers join in the second line "O come let us adore Him"; and off stage several voices come in on the last line "O come let us adore Him, Christ the Lord."*]

PVT. MALLORY: Yamamoto, that sounded like the real thing! Thanks.

PVT. HUDSON [*testily*]: Yeh, and it's probably directed to Tokyo!

CPL. NELSON [*laughingly*]: Well, if that's the case, may we soon follow, on the wings of song, to the same destination!

PVT. MALLORY [*solemnly*]: Amen, Corporal.

CPL. NELSON: Now let us sing one last number. I think—[*He stops suddenly as the Japanese prisoner utters a choking sound, staggers, and falls. Schulte and Pvt. Mallory rush to his assistance.*]

PRISONER SCHULTE [*calmly*]: Hemoptysis. I have seen many—

CPL. NELSON: Wait, Mallory, give me your gun first. This might be a jujitsu hoax, you know. [*Pvt. Mallory hands his gun to the Corporal and then stoops over the prostrate form of the Japanese prisoner. Pvt. Hudson looks on cautiously.*]

PVT. MALLORY: Great Scott, Corp! It's a hemorrhage. Here, Fritz, let's carry him in. [*They lift the Japanese prisoner and take him into the tent.*]

PVT. HUDSON: Playing the harmonica brought that on. Shall I go for Doc Thompson, Corporal?

CPL. NELSON: Yes, I'll stay on guard.

PVT. MALLORY [*emerging from the tent hastily*]: Say, fellows, he wants the Catholic chaplain! He's dying. What shall we do?

CPL. NELSON [*quietly*]: Get the chaplain, quick, Hudson. [*To Pvt. Mallory*] Evidently, good Brother Kennedy's lessons of long ago made a deep impression on this Jap. [*He walks up and down, ever watchful. Pvt. Mallory re-enters the tent. After the lapse of a few moments, Pvt. Hudson returns accompanied by Chaplain Carroll.*]

CHAPLAIN CARROLL [*to Cpl. Nelson*]: I hope I'm not too late, my lad.

CPL. NELSON [*saluting*]: I think not, Father. He's in there. [*He points to the tent. As the priest enters the tent, the German prisoner and Pvt. Mallory come out and join Cpl. Nelson and Pvt. Hudson.*]

PRISONER SCHULTE [*hesitantly*]: Gentle-

men, I regret that our pleasant Christmas concert has had so tragic an ending.

PVT. HUDSON [*vehemently*]: Tragic, did you say? Man, death knows no holiday. One more of his kind doesn't matter, really.

PVT. MALLORY [*with lighthearted gaiety*]: Well, fellows, anyway it was pleasant while it lasted! Here's the cigarettes I promised you, Fritz. Maybe by next Christmas the matches will come your way too. [*He tosses the package of cigarettes to the German.*]

PRISONER SCHULTE: Thank you. Let us hope so.

CORPORAL NELSON: And now our truce of thirty minutes has come to an end. Let us return, each one to his duty. [*He faces the German prisoner in a formal manner.*] Thank you, Sir, for the pleasure you have afforded us. [*He turns quickly and is about to depart when Chaplain Carroll emerges from the tent.*]

CHAPLAIN CARROLL [*quietly*]: One moment, my lads. The Japanese officer is dead. A seed sown by a good Brother years ago in Japan has borne fruit on this strange Christmas night. The words of a poet-priest come back to me:

"For the love of God is broader
Than the measure of man's mind;
And the Heart of the Eternal
Is most wonderfully kind."

Curtain

Peace Comes to Earth

A Sister of St. Joseph, Concordia, Kansas

CHARACTERS: St. Joseph and the Blessed Virgin Mary; Rachel and Kathleen, a blind girl; Kathleen's mother; messenger of the Emperor; innkeepers; group of shepherds; group of children; three kings; angel messenger and group of angels for tableau; the choir may be placed below stage.

COSTUMES: St. Joseph: beard, wig, loose brown robe, and carpenter's apron. Blessed Virgin: pale blue gown and white veil [*indoors*]. A blue veil or medium blue mantle might be used for journey to Bethlehem. Rachel and Kathleen: any outdoor wrap. Kathleen's mother: long full dress of rather drab color, light-colored veil thrown loosely about head and shoulders. Messenger: dark blue suit with a narrow red stripe down each arm, trouser leg, and around cap. Shepherds: dressed in various shades. Loosely fitting material thrown over one shoulder and under other arm—headaddresses for some. [*Old draperies, curtains, burlap, and sheep-lined coats are serviceable.*] Kings: loose garments of rich appearance. [*Bathrobes make good foundation over which material may be draped. Red, purple, and gold make a good combination. Crowns may be attached to head-dresses corresponding to robes.*] Angels can be varied to add to appearance. Angel messenger: white with tinsel belt and crown. [*Lighting system adds much to appearance of stage.*]

Scene I

ST. JOSEPH: It is growing colder, Mary, but it sounds as though our little neighbors are out in spite of the cold.

BL. V. MARY: Yes, they are always so

lovely. Kathleen is always cheerful in spite of her blindness. But—the powers of the God Israel are mighty and far reaching. Who knows? Perhaps some day she shall behold the light. Bid them enter, Joseph.

ALL: Good evening, Mary—Good evening, Joseph. [*Individual greetings.*]

RACHEL: The shepherds all have on their warm skin coats tonight. The sheep look so pretty on the snowy hills.

KATHLEEN: I wish I could see them. Mother was just telling me about the Messiah and she sang a beautiful song about His coming. I wish I could see Him! Just think, Mary—I'll never be able to see the Messiah!

MARY: From the morning watch even until night, let Israel hope in the Lord. O Israel! The Messiah is even now knocking at thy door—Kathleen, could you sing the song your mother sang?

KATHLEEN: Yes, if Rachel will join in. [*Sings, "O, Come, O Come Emmanuel."*]

MOTHER [*enters*]: You are singing of my heart's delight. According to the prophecies, the time for the Messiah is near at hand.

KATHLEEN: Prophecies, Mother, does that mean that the Messiah is about to come to save Israel? But—I'll never be able to see Him.

MOTHER: Yes, my child. Do not grieve about your blindness. All that God sends must be for the best. He has promised to send His Son to bring peace to the earth. Come, children, let's go home. Your father will soon be in from his flocks and we must have some warm food ready for him when he comes. [*Go out.*]

MESSENGER: [*Knocks at door.*]

JOSEPH: Who comes now? [*Goes to door. Messenger enters.*]

MESSENGER: Sir—the Emperor wishes you to go to Bethlehem to get your name in a big book. Each must go to the city of his tribe. He wants the name of every person in all his vast empire. The Emperor's orders, Sir! [*Goes out.*]

JOSEPH: Mary, you have heard the order? All subjects must go to Bethlehem to be enrolled.

MARY: All right, Joseph. Let us be loyal subjects also.

JOSEPH: We must set forth immediately. Let us be on our way.

Scene II

[*As curtain goes up, sing "That Wondrous Night." Joseph and Mary enter at third verse.*]

JOSEPH: We are nearing Bethlehem, Mary. Perhaps we can find shelter in this inn. [*Knocks at door.*] Could you give lodging to two strangers?

MAN [*off stage*]: I'm sorry, Sir, but there's no room in the inn.

JOSEPH: Thank you—Well, Mary, we'll have to try another place.

JOSEPH [*knocks*]: We are seeking shelter for the night. Could you do us this favor?

MAN [*off stage*]: If you had come sooner, Sir, we could have given you lodging, but now we are crowded. Perhaps there is room in the next house.

JOSEPH: All right. [*Knocks*]—Could you shelter us from this cold, dark night?

MAN [*off stage*]: I'm sorry, Sir, but we have no room. However, you are welcome to my cave over yonder.

JOSEPH: I noticed the cave yonder, thank you.—Poor shelter, indeed, Mary, but the best we can find. Let us go. [*Exit. Choir sings "O Little Town of Bethlehem."*]

Scene III

[*Nativity scene, to side of stage. Sing "Gloria in Excelsis Deo" and "Silent Night." Shepherds at side.*]

FIRST SHEPHERD: Many years I've watched my flocks at night and never before has this star been in the heavens.

SECOND SHEPHERD: The song we heard was not of earth but of heaven.

THIRD SHEPHERD: The time has come for the prophecies to be fulfilled—This must be the Messiah.

FOURTH SHEPHERD: Yes—the Messiah.

FIFTH SHEPHERD: The Messiah is born in Bethlehem.

SIXTH SHEPHERD: Do not the Scriptures say that a great light shall announce the coming of the Messiah?

SEVENTH SHEPHERD: Yes, and that the world will be at peace. If this be the Messiah, let us go and adore Him.

ANGEL: Peace on earth to men of good will. This day is born to you a Saviour who is Christ the Lord. Come and adore Him. [*Shepherds follow the angel to the crib.*]

SHEPHERD: A child in the manger—it is all so strange.

SHEPHERD: Heaven has come to earth tonight.

SHEPHERD: In all truth—this is the Son of God. [*Shepherds sing "The Snow Lay on the Ground."*]

Scene IV

[*Children playing in front of stage. Angels come in singing, "O Dear Little Children." Curtain goes up while angels sing. Angels lead children to the crib.*]

KATHLEEN [*as she comes near the crib*]: Oh! What a beautiful child—with light shining around Him! I can see! I can see!

OTHERS: A Miracle! A Miracle!

KATHLEEN [*drops on her knees*]: Dear God, I thank You! I thank You!

OTHERS: [*among themselves show surprise.*]

KATHLEEN [*running off the stage*]: Mother! Mother! I can see! [*Children sing "Sleep Holy Babe."*]

Scene V

[*No lights except a star suspended in center of stage. Choir sings "Star of the East."*]

Scene VI

[*Nativity scene under the star. The kings come in singing, "We Three Kings of Orient Are."*]

Scene VII

[*Nativity scene—with all around. Color of lights changed every few seconds. Choir sings "Christmas Rose" and "O, Come All Ye Faithful."*]

Teaching the Missa Recitata

Sister M. Rosaria, P.B.V.M.

In the first place, take movement or speed. The sad fact is that prayers are very frequently jumbled; words are omitted and syllables swallowed because they are said in too great a hurry. There is little or no danger that they will be said too slowly. In determining what would be about the proper tempo for public prayers, I think we, as religious educators, could safely apply the tempo that we observe in the recitation of our office.

FEAR OF THE LORD NEEDED

The fundamental reason for the wholesale collapse that can be seen in every sphere of life—personal, domestic, civil, and international, must be recognized as a tragic loss of that necessary human outlook which is so properly called a Gift of the Holy Ghost: fear of the Lord.

With genuine justice, we pride ourselves as a nation in the matter of fortitude. Our independence was achieved in the face of desperate odds. We subdued the forces of nature, achieved unheard of productivity, topped the fertility of an empire, amassed inestimable wealth, marched from one ocean to another in an amazingly short period of time. Confident of victory, we courageously entered one war for the good of humanity, and won that victory. We again find ourselves engaged in a similar struggle, and again we advance with a like assurance. But is our record of moral fortitude equally as enviable? Is it something to which we can point with pride? The multitude of our prisons and the number of their inmates is not a point of pride. The two thousand persons who every day of the year give most tangible manifestation that they are not in possession of sufficient character to make a success of their marriage is not a matter for commendation; while the prevalence of juvenile delinquency and its appalling daily increase does not point to a future that will be brighter.—Very Rev. Patrick James Holloran, S.J., President, St. Louis University.

In the second place let us consider pronunciation and articulation. This is principally the task of the teacher. What I have in mind are the Latin prayers or responses of the Mass server. If the children cannot be taught to say these prayers as well as or better than the average Mass server, it would be much better not to attempt the use of Latin. Speaking from actual experience with children, I know they can be taught to say the Latin prayers as correctly as one who understands the Latin. Children are quick to imitate. After phonetically spelling out the more difficult words, and reading the Latin texts to the children, they will surprise us by repeating it just as we gave it to them. If at this time errors in pronunciation and articulation are not discovered, it will take a great deal of time later to eradicate the faults.

For edifying prayer a proper pitch must be maintained. This is somewhat difficult in an all community prayer. However, with a certain amount of practice and follow up, children will readily acquire an ear for the proper pitch.

In the third place, the children should be taught to recite together only the responses ordinarily recited by the servers at Mass; in addition to these only the Gloria, the Credo, the Sanctus, and Agnus Dei are said by the priest and children together, all in Latin.

Not more than two months of concentrated practice with the children of the upper grades will be necessary for drill work. A reasonable amount of practice each week thereafter should keep up the good work with increasing facility of rendition. I might add that the Christian Doctrine time on Friday may well be devoted to the study of the Liturgy of the Mass for the following Sunday, discussing the Gospel, commenting on the beauty of the prayers, etc., but above all urging the pupils to realize that Christ is both Priest and Victim at the Mass, and that they themselves are privileged to offer the Mass with Christ because they constitute His mystical body.

When introducing active participation in the Mass, however, we must be careful to observe the liturgical laws of the Church. It is understood, of course, that the *Missa Recitata* should not be introduced without the approval of the bishop of the diocese, and, of course, the priest of the parish.

Hymn for Advent

MARY E. PARTRIDGE, V. H. M.

1. Oh come let us make read-y for the birth-day of our King Let
 2. We'll whis-per man-y lov-ing words to warm our new-born King Our
 3. Then, when at last from joy-ous hearts our Christ-mas an-thems rise And

one and all find treas-ures for each hap - py heart to bring, Un -
 acts of prompt o - be - di-ence and kind-ness we will bring, Our
 glo-rious Christ-mas star-light is a - spark-le in the skies, We'll

to the low - ly man-ger where St. Jo - seph kneels in prayer And
 vis-its, our com-mun-ions, and our night and morn - ing prayer We'll
 take our gifts to Christ our King for lo! He waits us there, In His

Ba - by Je - sus rests be-side His sweet young Moth - er there.
 weave in - to a blan-ket soft, to wrap Him ly - ing there.
 Birth - day Mass when Christ-mas bells chime on the mid - night air.

REFRAIN

Oh haste let us pre - pare by sac - ri - fice and prayer That

we may find at Christ-mas-time a lov - ing wel - come there.

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Practical Aids for the Teacher

The Diction of the Gospel of St. Matthew

Sister M. Bridget, R.S.M., Ph.D.

A plan for the correlation of the work in English and religion is offered here for high school classes. Teaching the figures of speech, developing types of prose composition, renewing sentence structure and other elementary processes of English grammar—this is the task of the English teacher in the four years of high school English. It often happens that the teacher of the fourth-year English class finds it necessary to supplement the basic rules of rhetoric with a review of the elementary processes of English grammar. A device such as is presented here may arouse sufficient interest to compensate for the monotony of the review.

The simple yet forceful diction of the Gospels furnishes every type of sentence structure and of syntax. The Gospel of St. Matthew is a rich field, and the other Gospels likewise abound in the various forms of literary expression. The figures of speech listed here may not attract all high school teachers, inasmuch as some high schools give very little attention to these rhetorical forms. To those who aim to develop the solidity, purity, and beauty of our language, the suggestions will, no doubt, be inspirational. A concise definition of the trope may be given to the class, and the text assigned where the illustration can be found; e.g., "A needless repetition of the subject or object is called *pleonasm*. See St. Matthew 7:21, and also 12:50." Or, "Two negatives are used to modulate the harshness of a positive statement. The figure is called *litotes*, and illustrations are found in St. Matthew 13:57-58."

From the suggestions given here a teacher may arrange another or a more detailed form of the review of the principles of grammar and rhetoric. Persons, number, tense, voice, mode, etc., are the bases of a syntax which cannot be disregarded if one wishes to read, write, and speak the English language with pleasure and precision.

Interest is substituted for monotony if the class is directed to search the Gospels for illustrations. Unconsciously the reader discovers the charm of the language, the beauty of the setting, and the human element that permeates the scenes of Judea. The narrative of the Gospels is healthful reading for mind and soul.

Figures of Speech

Alliteration (a succession of similar sounds).

For with what judgment you judge, you shall be judged; and with what measure you mete, it shall be measured to you again.—Matt. 7:2.

Gather up first the cockle, and bind it into bundles to burn, but the wheat gather ye into my barn.—Matt. 13:30.

And the disciples hearing fell upon their face, and were very much afraid.—Matt. 17:6.

Anaphora (frequent repetition of a word or an expression).

Blessed are the poor in spirit: for theirs

is the kingdom of heaven. Blessed are the meek: . . . Blessed are they . . . etc.—Matt. 5:3-11.

Antithesis (thoughts set up in contrast).

A good tree cannot bring forth evil fruit, neither can an evil tree bring forth good fruit.—Matt. 7:18.

That which I tell you in the dark, speak ye in the light; and that which you hear in the ear, preach ye upon the housetops.—Matt. 10:27.

He that findeth his life, shall lose it: and he that shall lose his life for Me, shall find it.—Matt. 10:39.

Apostrophe (a person or an object addressed).

Jerusalem, Jerusalem, thou that killest the prophets, and stonest them that are sent unto thee, how often would I have gathered together thy children, as the hen doth gather her chickens under her wings, and thou wouldst not!—Matt. 23:37.

Asyndeton (omission of connectives).

The blind see, the lame walk, the lepers are cleansed, the deaf hear, the dead rise again, the poor have the Gospel preached to them.—Matt. 11:5.

For from the heart come forth evil thoughts, murders, adulteries, fornications, thefts, false testimonies, blasphemies.—Matt. 15:19.

Climax (forceful arrangement of thoughts in series).

Ask, and it shall be given you: seek, and you shall find: knock, and it shall be opened to you. For everyone that asketh, receiveth: and he that seeketh, findeth: and to him that knocketh, it shall be opened.—Matt. 7:7-8.

He that receiveth you, receiveth Me: and he that receiveth Me, receiveth Him that sent Me.—Matt. 10:40.

Epigram (a short, pithy expression).

For where thy treasure is, there is thy heart also.—Matt. 6:21.

No man can serve two masters.—Matt. 6:24.

Sufficient for the day is the evil thereof.—Matt. 6:34.

And a man's enemies shall be they of his own household.—Matt. 10:36.

For by the fruit the tree is known.—Matt. 12:33.

For out of the abundance of the heart the mouth speaketh.—Matt. 12:34.

Euphemism (a plain thought garbed in fanciful words).

Amen I say to you, there are some of them that stand here, that shall not taste death, till they see the Son of man coming in his kingdom.—Matt. 16:28.

And Peter answering, said to Jesus: Lord, it is good for us to be here.—Matt. 17:4.

Hyperbole (exaggerated expressions).

But I say to you, that not even Solomon in all his glory was arrayed as one of these.—Matt. 6:29.

How narrow is the gate, and straight is the way that leadeth to life: and few there are that find it!—Matt. 7:14.

But the very hairs of your head are all numbered.—Matt. 10:30.

For I came to set a man at variance against his father, and the daughter against her mother, and the daughter-in-law against her mother-in-law.—Matt. 10:35.

Interrogation (a rhetorical question; no reply expected).

But if the salt lose its savour, wherewith shall it be salted?—Matt. 5:13.

Are not you of much more value than they (birds)?—Matt. 6:26.

Do men gather grapes of thorns, or figs of thistles?—Matt. 7:16.

Why are you fearful, O ye of little faith?—Matt. 8:26.

Irony (ridicule disguised as praise).

And the tempter coming said to Him: If Thou be the Son of God, command that these stones be made bread.—Matt. 4:3.

And they sent to Him their disciples with the Herodians, saying: Master, we know that Thou art a true speaker, and teachest the way of God in truth, neither carest Thou for any man: for Thou dost not regard the person of men.—Matt. 22:16.

He saved others; Himself He cannot save. If He be the king of Israel, let Him now come down from the cross, and we will believe Him.—Matt. 27:42.

Litotes (use of two negatives to state a positive fact).

And thou Bethlehem the land of Juda art not the least among the princes of Juda: for out of thee shall come forth the captain that shall rule my people Israel.—Matt. 2:6 (from Micah 5:2).

A prophet is not without honor, save in his own country, and in his own house.—Matt. 13:57.

And He wrought not many miracles there.—Matt. 13:58.

Metaphor (an implied likeness).

And seeing many of the Pharisees and Sadducees coming to His baptism, He said to them: Ye brood of vipers, who hath shewed you to flee from the wrath to come?—Matt. 3:7.

Every tree therefore that doth not yield good fruit, shall be cut down, and cast into the fire.—Matt. 3:10.

Beware of false prophets, who come to you in the clothing of sheep, but inwardly they are ravening wolves.—Matt. 7:15.

And the field is the world. And the good seed are the children of the kingdom. And the cockle are the children of the wicked one.—Matt. 13:38.

And He shall set the sheep on His right hand, but the goats on His left.—Matt. 25:33.

Metonymy (a form of the metaphor where change of name is used).

So let your light shine before men, that they may see your good works, and glorify your Father who is in heaven.—Matt. 5:16.

Neither cast ye your pearls before swine.—Matt. 7:6.

But go ye rather to the lost sheep of the house of Israel.—Matt. 10:6.

For My yoke is sweet and My burden light.—Matt. 11:30.

My Father, if it be possible, let this chalice pass from Me.—Matt. 26:39.

Onomatopoeia (use of words to suggest a sound).

There shall be . . . gnashing of teeth. — Matt. 8:12.

Pleonasm (a needless repetition of subject or object).

But he that doth the will of My Father who is in heaven, he shall enter into the kingdom of heaven. — Matt. 7:21.

For whosoever shall do the will of My Father, that is in heaven, he is My brother, and sister, and mother. — Matt. 12:50.

Polysyndeton (repetition of connectives).

Do not possess gold, nor silver, nor money in your purses; nor scrip for your journey, nor two coats, nor shoes, nor a staff: for the workman is worthy of his meat. — Matt. 10:9-10.

And every one that hath left house, or brethren, or sisters, or father, or mother, or wife, or children, or lands for My Name's sake . . . — Matt. 19:29.

Simile (an expressed likeness).

And seeing the multitudes, He had compassion on them: because they were distressed, and lying like sheep that have no shepherd. — Matt. 9:36.

Behold I send you as sheep in the midst of wolves. Be ye therefore wise as serpents and simple as doves. — Matt. 10:16.

The kingdom of heaven is like unto a treasure hidden in a field. — Matt. 13:44.

The kingdom of heaven is like to leaven. — Matt. 13:33.

Synecdoche (use of a part for the whole, a sign for thing signified, etc.).

For now the ax is laid to the root of the trees. — Matt. 3:10.

But He that shall come after me, is mightier than I, whose shoes I am not worthy to bear. — Matt. 3:11.

Blessed are the clean of heart. — Matt. 5:8.

And they besought Him that they might touch but the hem of His garment. — Matt. 14:36.

For I say to you, that their angels in heaven always see the face of My Father who is in heaven. — Matt. 18:10.

Saying: I have sinned in betraying innocent blood. — Matt. 27:4.

Sentence Structure

Simple: You are the light of the world. — Matt. 5:14.

Compound: The spirit indeed is willing, but the flesh is weak. — Matt. 26:41.

Complex: As He was yet speaking to the multitudes, behold His mother and His brethren stood without, seeking to speak to Him. — Matt. 12:46.

Compound-Complex: Come to Me, all you that labor, and are burdened, and I will refresh you. — Matt. 11:28.

Declarative: A city seated on a mountain cannot be hid. — Matt. 5:14.

Interrogative: O thou of little faith, why didst thou doubt? — Matt. 14:31.

Imperative: Show Me the coin of the tribute. — Matt. 22:19.

Exclamatory: How narrow is the gate and straight is the way that leadeth to life! — Matt. 7:14.

Loose: And a very great multitude spread their garments in the way: and others cut boughs from the trees, and strewed them in the way. — Matt. 21:8.

Periodic: And from the fig tree learn a parable: when the branch thereof is now

tender, and the leaves come forth, you know that summer is nigh. — Matt. 24:32.

Balanced: The harvest indeed is great, but the laborers are few. — Matt. 9:37.

Types of Prose Composition

Narration: And when morning was come, all the chief priests and ancients of the people took counsel against Jesus, that they might put Him to death. And they brought Him bound, and delivered Him to Pontius Pilate the governor. — Matt. 27:1-2.

And Jesus went about all the cities, and towns, teaching in their synagogues, and preaching the Gospel of the kingdom, and healing every disease, and every infirmity. — Matt. 9:35.

Illustrated Outlines of History

Gregory H. Jacobsmeyer, S.J.

A teacher of history realizes only too well that events, momentous or unimportant, have little significance for the untrained student's mind. One event is as important as the next; one character as outstanding as the other. Proper relationship is completely lost. History becomes for many a mere litany of unusual names, numerous dates, and continual battles. It is the teacher's task to present the matter in the proper perspective.

A prime requisite for a good teacher is to know how to use a piece of chalk. Among the other abilities that this statement implies, the ability to pick out essential details and present them vividly to the students is paramount, and to the teacher of Ancient and Medieval History it is especially helpful. To the natural difficulties inherent in every subject, Ancient and Medieval History add a further obstacle—the events have taken place in a remote and unknown past.

There is one teaching method especially suited to help meet this problem: the use of simple drawings and illustrated outlines to crystallize the facts and project them in the proper perspective. Every day we see this method employed in other fields of endeavor, and with great success. The football coach

Description: And His face did shine as the sun: and His garments became white as snow. — Matt. 17:2.

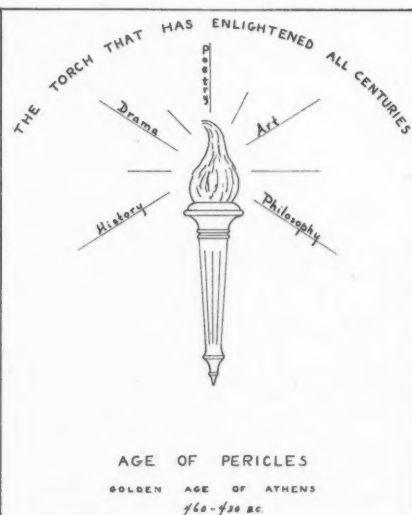
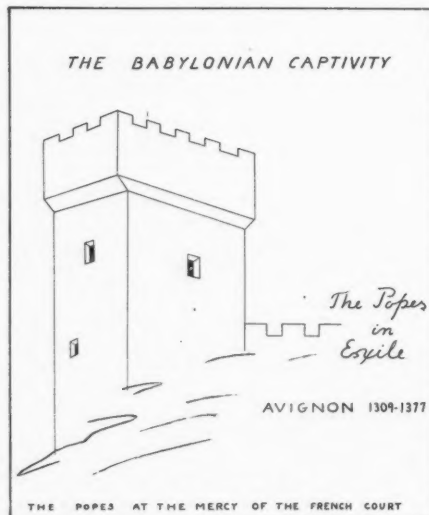
And stripping Him, they put a scarlet cloak about Him. And plating a crown of thorns, they put it upon His head, and a reed in His right hand. — Matt. 27:28-29.

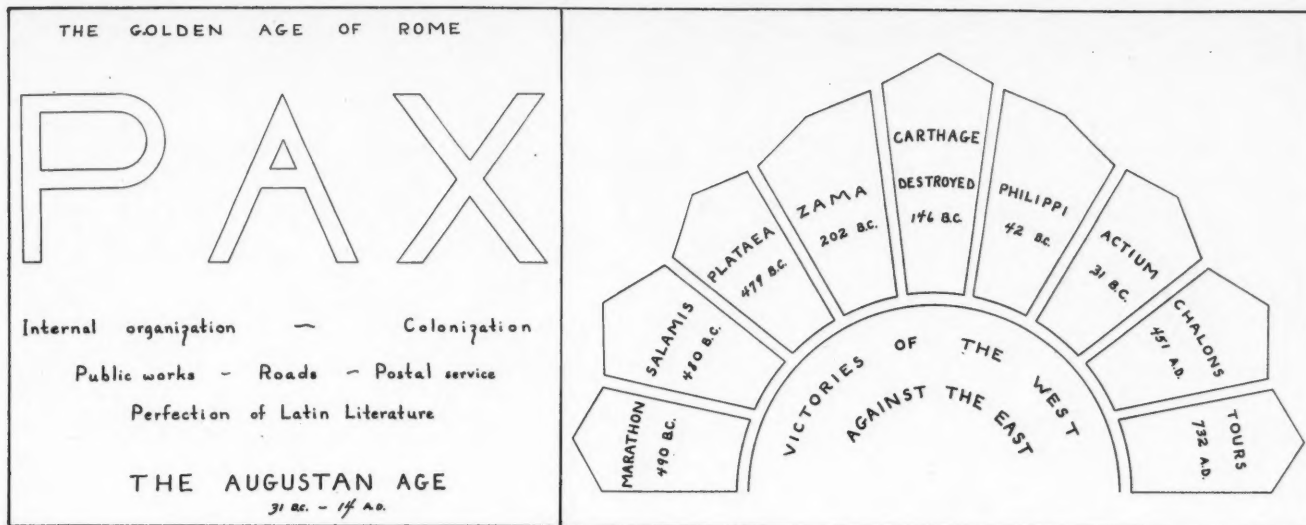
Exposition: The thirteenth chapter of St. Matthew's Gospel contains an exposition of the parables of the sower of the cockle, the mustard seed, and the leaven.

Argumentation: And when they had heard this, the disciples wondered very much, saying: Who then can be saved? And Jesus beholding, said to them: With men this is impossible; but with God all things are possible. — Matt. 19:25-26.

explains the complex variations of plays principally by diagrams, and modern editors know how effective pictures are; but photography in all its scientific perfection has not replaced the indispensable cartoon. A good cartoon conveys at a glance an idea almost beyond the power of words to tell. Today, war maps are an essential part of every magazine and newspaper. All these are means that make use of that powerful and highly sensitive faculty of man—the eye. We cannot express even in many words what a few lines of a simple drawing can reveal.

Illustrated outlines of historical events are not difficult to make if a few fundamental requisites are kept in mind. A brief study of the numerous advertisements and the war posters will furnish many ideas useful for illustrations in classwork as well as an understanding of the qualities that make them so effective. Though artistic skill will be helpful it is by no means an essential requisite. Three elements are essential. First, there must be a striking title to catch the eye and give the predominant note of the sketch. Often a chapter heading or some phrase from the textbook will furnish a suitable title. Secondly, the general motif of the drawing ought





to correspond as closely as possible to the idea underlying the whole. In the illustration of the Popes' exile in Avignon, the frequently repeated phrase: "The Babylonian Captivity," has been used as the title. The motif is a simplified version of the fortress-castle in Avignon. In the illustration of the Augustan Age, the title chosen was: "The Golden Age of Rome," while the Latin word "Pax" was used as the motif since it is so often employed to characterize that period. Thirdly, in addition to the title and the motif, the illustration should include a brief outline of the principal historical facts of the period or event illustrated. This outline must be necessarily brief. It is intended not to supplant the more complete outlines but rather supplement them. Just as the title should be striking and the outline limited to essentials, so the design and entire motif should be simple. Complicated designs and numerous details destroy the effect, and the pupil is distracted by the minutiae. The illustration of the Periclean Age summarizes this period in five words: history, drama, poetry, art, and philosophy. Notice also the simplicity of the accompanying Avignon sketch. Besides the date, there are just two ideas expressed; exile and submission. From these two points the whole history of that period can be developed in ever widening circles.

The next problem that naturally confronts the teacher is how to use such illustrations. This will depend in great part on the ingenuity of the teacher; but three methods readily present themselves. First of all put the illustration on the blackboard in colored chalk. This has proved very effective. The teacher may do this, or, as is often the case, some artistically inclined pupil may be eager to do it. The drawing is then left on the board until the subject matter requires a change. It becomes similar to an advertisement seen many times over that finally impresses itself on the mind. Here again it is evident why the illustration must be simple. Too much time is required to draw complicated designs.

Secondly, as a class assignment let the pupils make a drawing, either reproducing the one on the board or making one of their own design. Remarkable and really original

sketches are often submitted by the students. These drawings may be retained in the form of a workbook and thus the students will have an illustrated summary of their history course.

Thirdly, instead of putting the illustration on the blackboard, occasionally mimeographed outlines of a drawing might be distributed which are to be completed by filling in the subject matter. This method is especially adapted for the contributions of the different countries or for a general scheme such as the illustration of the "Victories of the West against the East." In this way the pupils are trained to pick out only the essential points, an ability often very difficult to learn.

If historical illustrations of this sort are

drawn in India ink on good paper they may be projected on a screen for rapid review. Questions can be asked on the principal points illustrated in the outline as time and circumstances permit. However, prolonged projection of this sort should be attempted only if the projector is equipped with ample cooling facilities.

These illustrated history outlines are not intended to supplant, and they cannot supplant, the various other methods of effective teaching. They are meant simply to complement other methods, to develop the ability to recognize essentials, and to vitalize the dry facts of an outline. In short, these illustrations call upon, as a help to the ear, the highly receptive sense of sight.

Psychology in Mathematics

Thomas S. Melady, M.A.

It is easier to talk about psychology in relation to education in general than in its application to an individual subject. Yet psychological principles must be applied to every branch of the curriculum, or rather to the pupils who are doing the studying. This article is an attempt to indicate how psychology may be applied to the teaching of mathematics so that maximum development of the pupils may be the happy result.

First of all, when I as a teacher of mathematics look forward to the school day, how do I visualize the teaching periods? Do I look upon them as being half-hour or forty-minute periods in which I am to be the chief actor? Or do I think of the learning activities of the pupils as being the paramount factors? If my thinking is largely concerned with what the students will do, then I am following psychological law number one: *Each child has an innate desire for success in every subject.* Therefore, everything that I do must be aimed at making the pupil successful.

How shall I go about this business of making the child taste success? The preliminary step is to find out just what the pupil now knows, because psychological law number

two says, "*Proceed from the known to the unknown.*" Do my pupils know their fundamental facts? In the elementary school, do they know their addition and multiplication tables? I must test every individual pupil. The standard must be high; in fact, the response must be instantaneous when the pupil is asked to add 4 and 9 or to multiply 8 and 7.

If the pupil knows his fundamental facts, then we take him over a "step-up" course in mental arithmetic. This procedure consists simply in making the work more difficult, more challenging, thus following another psychological law: *Pupils instinctively love a challenge.* Five minutes a day will suffice for this type of work, provided that it is done with a vigorous stride, with plenty of action.

The "step-up" plan in mental arithmetic may be prepared by the teacher as follows: (1) 6×7 ; (2) $8 \times 7 + 7$; (3) $9 \times 6 + 46$; (4) 8×19 ; (5) $8 \times 29 + 8$; (6) $7 \times 46 + 28$; (7) 4×596 ; (8) $6 \times 239 + 9$; (9) $7 \times 456 + 56$; (10) 8×4563 .

It will be observed that each type of mental activity is more difficult than the preceding, thus giving the pupils the idea of reaching up to higher and higher standards. For the

first while, the numbers should be written on the board so that the children will have practice in building up good mental images. *Building clear mental images of numbers* is another important psychological factor in mathematical study, and the teacher should tell the pupils about it, and explain that for a time the numbers will be placed on the board to help them acquire power in this type of mental development. It should also be explained that later on they will have to depend on the ear alone, as the numbers will not be written on the board.

The work will proceed more vigorously if the pupils are asked to stand when they have an answer. The answer should be taken as soon as a reasonable number are standing. Those who have the correct answer may sit down, while the others remain standing. *Physical action often helps mental action* is the psychological law governing this phase.

Give judicious praise. Dr. Allers has pointed out the function of praise in his admirable book *The Psychology of Character*. Praise may be given to the group as well as to the individual. "I am pleased with the way you are attacking these questions. I note that everyone is trying hard. You did much better today than yesterday. I am pleased with your speed and accuracy." Remarks like these are valuable praise for the group. Weaker members may be encouraged by individual praise. "Don't be discouraged; keep trying, and you will soon be good at this work. Don't be afraid to remain standing; if you didn't get the right answer, I won't scold you or embarrass you." Such comments will help the slower pupils. Besides, if the teacher speaks in this way, another important psychological law will be followed: *Build morale*. Building of morale, for strong pupils as well as weak ones, is just as important in the classroom as it is in the fighting services.

So far, the teacher has been the chief actor in conducting the mental arithmetic activities. After a certain appropriate time, the pupils should do the conducting. Otherwise how will the psychological law of *pupil activity* be fully and most fruitfully carried out? A good rule in this respect may be stated as follows: *Use pupil power for everything that the pupil can do, and use teacher power for what the pupil cannot do.* Of course, this principle applies not only in mathematics but in every subject of the course.

Just a word about the solving of problems. Pupils in elementary school and in the high school as well often fail to develop power in this work. A "step-up" course in mental arithmetic and mental algebra will very often prepare them for success. Frequently, however, the fact that teachers work the problem all the way through with the class has as much to do with lack of ability in problem solving as anything else. When a new type of work is encountered, why not just throw the problem at them and let them try it? Some are almost certain to find out for themselves how to do it. Then let the teacher praise their efforts. The others, hearing this praise, will be drawn into making an effort. Give the students a chance to *taste of success*. However, if pupils cannot solve the problem, then the teacher should give them a start. But no more than a start. Help should be measured out with a miserly hand. Psychological laws demand methods for *development of initiative and inventive power*. When children are confronted with a new problem, how

many of them tend to say, "We didn't take that yet"? This is a sure sign that there has been too much *teaching* of mathematics. Happy the pupils when the teacher is the engineer on the mathematics train instead of being the engine.

All of this means effort. One might say that *development of effort* is in itself a psychological law. It involves a whole host of things. Building of morale, building of success, use of praise, accuracy, speed, training

for initiative, integration of personality, and inventiveness. Catholic teachers need to be aware of it, because successful living of the Catholic life requires effort. Development of effort depends a great deal on the methods and the psychology we use in our everyday classroom work. Perhaps no subject gives better opportunity for character growth than mathematics, unless it be the greatest of all subjects — religion.

Objectives in Teaching Modern Languages

Sister M. Borromeo, O.S.F.

During this period of educational acceleration when every subject in the curriculum must have a definite reason, it is the responsibility of the teacher to answer this challenge by presenting his subject in such a manner that its place in the high school program will be justified and its necessity recognized.

The essential concern of our teaching must be the development of wholesome individuals, equipped to make a living and to play a proper part in our common life, which will fit them to spend eternity with God. The rearing of young Americans is a far more vital concern than the fate of any particular subject in the course of study. Each subject, in order to maintain its place, should make a definite contribution to the realization and accomplishment of the great aims of education.

The modern tendency is to overemphasize those courses in the curriculum which have the greatest practical and material returns. The subjects which are listed as primarily cultural are regarded as unimportant and even as obstacles in the path of progress because their returns cannot be measured by material standards. But who will deny that the skills developed and trained through the so-called unpractical subjects do make the greatest contributions to the efficient performance of the practical things of life?

One of the units of the educational program under fire at the present time is foreign languages. What place do foreign languages, particularly modern languages, hold in the high school course?

There is no dispute as to the importance of the role of language in the life of man. Through language man not only makes known his thoughts, feelings, and desires, but its usage also helps to form them. Ability to think clearly develops with the ability to express thought. Breadth of observation and experience, capacity for making fine discriminations, and thinking with exactness and accuracy are not only evidenced but definitely stimulated by a richly varied vocabulary and habits of effective construction. The learning of a language other than one's mother tongue brings with it the enlargement of mental outlook and the formation of disciplined habits of thinking.

The retention of modern languages in the program of studies is justified not only because of their traditional status, but also because of their practical and cultural importance. Their usefulness on the practical side will depend on the specific needs for a foreign language that arise in the pupil's life.

The extent to which modern languages function in the cultural aspect of the work will depend largely on the shaping of the language course and the quality of teaching done.

The first step toward effective teaching or learning is to decide on the objectives. What objectives should the modern-language teacher set up for a two-year high school course?

First, there are the purely linguistic objectives. A knowledge of the language is central. This must be the prime concern of the teacher. The effort of every teacher of language must be to encourage alertness and precision in selection, construction, enunciation, speaking, and writing words for any purpose. Every teacher whose special concern is verbal expression should feel a major responsibility for the development of good linguistic habits in the pupils. Stated specifically we formulate those objectives as follows:

1. Ability to read the language correctly.
2. Ability to understand the language of ordinary difficulty based on a definite vocabulary.
3. Ability to take dictation after one preliminary hearing.
4. Ability to answer questions of ordinary difficulty.
5. Ability to analyze an easy passage grammatically, giving evidence of a clear understanding of the grammatical phenomena and verb forms that are necessary for an intelligent reading.

6. Ability to write correctly in the modern language upon materials that have been taught.

In short, the development of the four language skills — listening, speaking, reading, and writing should be the goal of the language teacher. In classes of widely varying ability and interests, however, this fourfold aim of teaching is sometimes difficult to attain. In the case of weaker students, experience has proved that it is more beneficial to develop the skills of reading and aural understanding than to insist on all four objectives. The speaking skill seems in fact unattainable by some students. To ask a poor student to speak in a foreign language is to him so discouraging that he has neither spirit nor time nor energy left to do the reading that he would otherwise have been able to do.

But the standard set for the capable student should not be lowered. If his abilities are utilized, he can make giant strides in the attainment of the fourfold teaching aim in the language he is studying. It is important that the objectives be so modified and the course so conducted that each student may

derive the maximum amount of good from the course, no matter at what level he discontinues its study.

While the mastery of the linguistic skills is the immediate objective of the language course, a vital part of it must be the building of a sound knowledge of the foreign culture. This objective should be interwoven all along the way with the learning of the language. The primary end is linguistic, but the cultural element should be the medium, that is, the cultural material should be embedded in the reading that is done.

Study of the culture of foreign peoples and regions involves many elements. There must be consideration of both material and spiritual factors. Knowledge must be developed of the physical resources of a people, of the geographical and historical environment that has influenced the group tastes and habits, of the institutions to which these tastes and habits have given rise, and, in general, of all the various manifestations of the temperament that has come to mark the nation.

The material phases of a civilization may be grouped under geography, economics, and sociology. A thorough study of the geography of the country, the land and its use by the people, is well within the range of the first-year student. The history of the nation and the story of its great men will greatly aid the pupils to appreciate the contribution of the country to world culture and civilization.

The temperamental qualities and traditional ways of thinking and acting that lie behind the established institutions of a country will, perhaps, always be more effectively conveyed by its arts than by its sciences. Music, painting, sculpture, architecture, costume, social customs, home life, all these suggest the temperament and qualities of a people in a way that no scientific analysis of conditions or institutions could. About all these things the student must read widely.

The reading lesson may well be supplemented with visual material and realia. If these elements are found in the course, surely there will be developed a sympathetic understanding of the foreign culture. If the teacher has a broad knowledge of the country whose language she is teaching, she will be the interpreter of the best elements of the nation's culture.

The setting up of proper and possible aims is the first step in language teaching. It is only one phase of the teacher's work. But if a sure and firm foundation of worth-while objectives has been laid, the task of selecting proper methods by which these aims may be achieved and of choosing helpful materials will be simplified.

GET YOUR INDEX

The index to THE CATHOLIC SCHOOL JOURNAL for 1943 will be ready very soon. We want you to have a copy for reference and to be bound with your 1943 volume. However, present conditions will not permit us to send you the index unless you ask for it. If you want it, just say so on a postal card addressed to THE CATHOLIC SCHOOL JOURNAL, 540 N. Milwaukee St., Milwaukee 1, Wisconsin.



A View of Santiago de Chile. The Building in the Foreground is the Catholic University.

—Grace Line Photo

A Unit of Study on Chile

Sister M. Judith, O.S.F.

(Concluded from the November issue)

Central Chile

We now leave the desert of Chile with its bare and desolate rocks, with its fantastic colors of red, yellow, blue, and purple given it by the mineral deposits there, with its mestizos and Indians. We fly south and as we look at the regions below we are surprised at the changes we see in the land. There are many green river valleys. Do we see fruit trees below? They say we are entering the "heart of Chile." What is meant by this? We find another surprise. Although it is March the people are harvesting crops instead of planting them as we in the United States do during this month. Then we recall that we are visiting a part of South America where the seasons are just the opposite of ours. Our plane stops at the airport of Santiago. This airport is at the foot of the Andes. Since we have had such an interesting introduction to this section of the country, we are anxious to leave the beautiful airport to see as much of the country as we can. We are informed that General Motors is conducting a tour through this region, so we make arrangements for a car. We remember that our map study showed that this region is about the same distance south of the equator as the Valley of California is north of the equator. One of our party who has a small map of the world looks at it and says, "I made an important discovery. The region we are now visiting is directly south of the eastern part of the United States."

Our guide overhears this and says, "Yes, to be exact you are directly south of New York. That means that New York is in the same time zone as we are."

We shall expect to find geographic similarities. As we travel along this region by means of our reference books let us list our information under the following headings:

The Valley of Chile

I. Location

A. Distance from equator

1. From (about 32) degrees south latitude
2. To (about 42) degrees south latitude

B. Nearness to mountains and ocean

1. Western boundary (Pacific Ocean)
2. Eastern boundary (Andes Mountains)

II. Climate

A. Temperature (sunny and mild) (some cool nights)

B. Rainfall (scant in north; more abundant to the south)

III. Kinds of work

A. Farming

1. When done

- a) Planting (September–November)
- b) Harvesting (January–March)
2. Vegetable and grain crops
- a) (Corn), (b) (beans), (c) (oats), (d) (potatoes), (e) (alfalfa)

3. Fruit crops

- a) (Oranges), (b) (lemons), (c) (grapefruit), (d) (figs and olives), (e) (peaches), (f) (cherries), (g) (grapes)

B. Mining (coal)

C. Manufacturing

1. Power

- a) (Coal), (b) (waterpower)

2. Products manufactured

- a) (Clothing mostly for home use)
b) (Foodstuffs for home use)

IV. Cities

A. Santiago

1. Importance (*capital, fourth largest city of South America*)
2. Interesting features

a) It was founded by Valdivia who came riding on a white steed carrying on his saddle-bow a small Madonna, which is now in the old Church of San Francisco. The city was named by Valdivia and means city of Saint James.

b) It is the only capital city in the Americas with an Acropolis or Hill Fortress in its very heart, The Cerro Santa Lucia.

c) It has beautiful parks, gardens, and buildings in which we see modern architecture combined with the heritage of old Spain. Santiago is called the "Garden city watched over by eternal snows."

B. Valparaiso

1. The name Valley of Paradise is very fitting because of its beauty. The garden terraces and parks rising at various levels seem the work of a modern Nebuchadnezzar who has created a new version of the hanging gardens at Babylon. At night the city is a sparkling half moon of twinkling lights, row on row, which rise to meet the stars. Irvin Cobb, American author, says, "Valparaiso's toes are in the salt water, but its head is in the mountains."

2. In its harbor are ocean liners from all parts of the world.

3. European and American names are seen on store fronts of shopping districts. Travelers from all parts of the globe meet to enjoy themselves in this vale of paradise of the South Pacific.

C. Concepcion

1. Third largest city of Chile

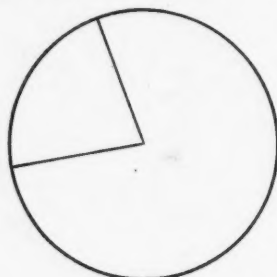
2. It is situated 600 feet above the sea. Near by are the celebrated Laja Falls roaring in a beautiful setting of rocks and wooded hills. Many Araucanian Indians from the villages of the South bring their rugs and pottery to sell to the travelers here.

On an outline map place the symbols to show what is done in the Central Valley (*fruit growing, mixed farming*).

Also place dots to show the location of Santiago, Valparaiso, and Concepcion.

Food Products of Chile

We have studied the geographic features of the central valley and have noticed how important a region it is for grain, vegetables, and food crops. We might expect the central valley to play an important part in the export trade of the country. Let us study the graph¹ below to see whether we are correct in our thinking.



Color the smaller section of the graph green, and write in the space "meat, fruits, vegetables, and cereals." Color the larger section black, and write in the space "all other exports."

Underline the correct answer.

1. According to the graph, food products make up (most of, only a small part of) Chile's exports.

2. Chile must have (little use, much use) for food products in its own country.

3. The northern section of Chile (would, would not) depend on the Central Valley for food products.

The two main reasons why Chile does not export more food products are: first, it has so little land which can be cultivated. "It has less than one acre of cultivated land for every person of the country."² In the second place, Chile is so far from the great markets of North America and Europe. If it were closer, perhaps, much of the land in the great valley would be used for raising fruit for export.

The People of Chile

Since most of the people of Chile live in this central region, let us at this time study them, their culture, customs, and their history. The references will help you find information on the following points. Record your information by filling in the outline below.

I. Kinds

A. Natives

1. (Araucanian) Indians

a) Where they live: (*in the southern part of the valley of Chile on large haciendas*)

b) What they do: (1) *farm*, (2) *weave ponchos and rugs from sheep's wool*, (3) *make jewelry from the silver mined in Chile*

c) Native dress of the women: (1) *many skirts*, (2) *woolen shawl held together in front with a silver buckle*, (3) *many bracelets*

¹The 1940 statistics from the Forcing Service of the United States of America, American Embassy, Santiago, Chile, state that about 20 per cent of its exports were foodstuffs. Of these exports, agricultural products amounted to 7.8 per cent; animal products (principally frozen mutton), 6.2 per cent; forest products, 1.0 per cent; and all others, 5.2 per cent.

²Barrows-Parker, *Southern Lands*, p. 74.

- d) Native dress of the men: (1) *baggy trousers*, (2) *high boots with spurs*, (3) *warm, highly colored poncho*, (4) *low-crowned narrow brimmed hat*
- e) Amusements: (1) *dances—tribal*, (2) *tribal feasts*, (3) *horse races*
- f) Social standing: (1) *they are intelligent*, (2) *they now have a voice in the government*, (3) *they are brave and hold the record of never having been conquered*
- g) Education: (*These campesinos or country people are now being taught reading and a few other subjects through the efforts of Señorita Maudujara of the Department of Agriculture.*)

2. (Fuegian) Indians:

- a) Where they live: (*in the southern part of Chile*)
- b) What kind of life they live: (*a nomadic life*)
- c) What they do for a living: (1) *fish*, (2) *hunt*, (3) *herd sheep*

Because the Fuegian Indians are not so highly civilized as the Araucanian Indians, and also because they wander from place to place, we do not know very much about them.

In the southern part of Chile there are also some Patagonian Indians but we will not study them until we meet them again in their homeland, Patagonia, Argentina.

B. The white man

1. His qualities: (*hospitable and generous, energetic, ambitious*)
2. His nickname: (*called "Yankee" of South America*)
3. Whence he came: (*England, Ireland, Germany, United States, Spain*)

II. The religion of the people of Chile

A. (*Roman Catholic was the established Church until 1925, and is still the predominant religion.*)

B. (*Some Protestant religions and pagan practices prevail.*)

III. The amusements the people of Chile enjoy:

- (1) *swimming*, (2) *horse racing*, (3) *polo*, (4) *golf*, (5) *cricket*, (6) *tennis*, (7) *mountain sports*

IV. The places of interest the people of Chile visit:

A. The Cerro Santa Lucia (*a beautiful park on a high hill in the center of Santiago. Valdivia erected a fort here to protect the people from the Araucanians.*)

B. The National Library in Santiago (*has more than half a million volumes and is the finest library on Spanish American history in the world.*)

C. San Cristobal (*is a beautiful city overlooking Santiago. It is crowned with a statue of the Blessed Virgin Mary.*)

D. The beautiful Port of Valparaiso (*is the only South American port immortalized by a great American artist, James McNeill Whistler. "Valparaiso Harbor" is one of the finest hangings in the National Art Gallery.*)

E. Vina del Mar (*is a world famous resort near Valparaiso.*)

F. Juan Fernandez Islands (*or Robinson Crusoe Islands. They were the home of Alexander Selkirk for five years. Today large lobsters are caught there.*)

G. Switzerland (*is a land of beautiful lakes with tall snow-capped mountains rising above them.*)

V. The schools the people of Chile attend:

A. Rating: (*The schools are progressive; provision is made for vocational training and other features of modern education.*)

B. Support: (*The state supports the*



— Grace Line Photo
*Scene at a Rodeo on a Large Hacienda
Near Santiago de Chile.*

schools; education is free and compulsory.)

- C. Kinds of schools: (Some schools are conducted by the Chilean government, some by people from other countries, and some by religious sects.)

1. Elementary

- a) (Santiago College—an elementary and high school for girls conducted by people from the United States. It is one of the largest and finest schools in Chile.)

- b) (The Grange School—a British school for boys)

2. Secondary

- a) Santiago College (is North American. It is a very progressive college.)

- b) Liceo Manuel de Salas (is a Chilean school for boys and girls. The principal has studied in the United States, and has a very fine Pan-American library for the school.)

3. Higher educational schools:

- (University of Chile, Santiago Catholic University, Concepcion University, Valparaiso Technical School)

4. Special schools:

- (School of mines, art, music, commerce, professions)

VI. The fine arts of Chile:

- A. Music: (Araucanian rhapsodies are the basis of many of the country's musical compositions.)

- B. Poetry: (Many brave deeds of the Araucanians are told in poetry.)

1. Araucanian Indians' contribution: (These Indians have contributed fine poems.)

2. Andres Bello (is the best poet of Chile. He is a Venezuelan by birth.)

3. Gabriella Mistral (writes melancholy verse and combines with it religious sentiments.)

- C. Painting: (A mingling of Spanish and Araucanian art)

VII. The government of Chile:

- A. Kind: (It is a republic governed by a president who serves for six years and who has the power to appoint his cabinet. It also consists of a congress made up of a senate and a chamber of deputies.)

- B. First president: (Bernardo O'Higgins)

- C. Present president: (Pedro Aquirre Cedra was elected in 1938)

VIII. Famous men in the history of Chile:

- A. Diego de Almagro

1. Importance: (He was the first Spaniard to visit Chile. He came in 1535 with Pizarro.)

2. Interesting events in his life: (He tried to make a settlement but he was repulsed by the Araucanians.)

- B. Pedro de Valdivia

1. Importance: (He made the first white settlement at Santiago in 1541.)

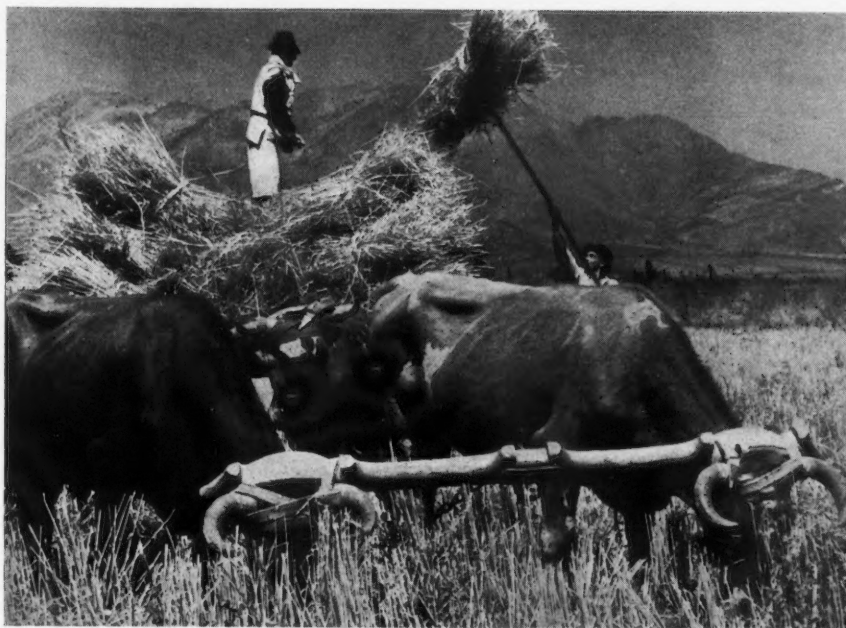
2. Interesting events in his life: (He dedicated the city to St. James, patron of Spain, and came riding into what is now the city, carrying on his saddle bow a small Madonna which can still be seen in the old church of San Francisco. He also founded Valparaiso and Valdivia.)

- C. Bernardo O'Higgins

1. Importance: (He with the aid of San Martin, the Argentine general marched over the Andes and freed Chile from the Spanish rule.)

2. Interesting events in his life: (He became Chile's Supreme Dictator and his son Bernardo O'Higgins was Chile's first president.)

- D. Alexander Selkirk



Harvesting Wheat in Chile.

— Grace L'ne Photo

1. Importance: (The story of his life on the deserted Juan Fernandez Islands inspired Defoe to write "Robinson Crusoe.")

2. Interesting events in his life: (He was born in Ireland and ran to sea. After various adventures he was left alone on one of the Juan Fernandez Islands where he lived an adventurous life for five years.)

Southern Chile

While some of the people of the Central Valley are entertaining us by telling us about their interesting history, we hear that a steamer is leaving Valdivia for southern Chile. Since we have studied everything of interest in central Chile, and we are interested in seeing all of Chile, we make reservations for the trip. We are told to prepare for cold, rainy weather. We examine our maps to find out what kind of region this is.

Use the wall map, the upside-down map on page 268 of the November CATHOLIC SCHOOL JOURNAL, and the maps in your geography to verify the following statements.

Write true in the blank if the statements are correct and false if they are wrong.

1. (false) The average rainfall in the coastal region of southern Chile is 40-80 inches.

2. (true) The temperature grows colder as we travel from north to south in this region.

3. (true) Few people live in this region.

4. (true) This region reminds one of the coast of Norway.

5. (false) This region is in the path of the east trade winds.

6. (true) Lumbering is done in this region.

As we travel south we pass the beautiful wooded lake district where snow-capped mountains tower high above the sparkling blue waters. "Leaving the lake district, the country becomes wilder and wilder. There are

endless plains where sheep graze, and plains too wild and bare for sheep to find any food."³

Now let us make a better study of this region by reading the references to see if we can match the following words and their meanings.

Place the letters from column B in their correct places in column A.

	A	B
(d)	1. Because of the m climate	"Land of Fire"
(g)	2. Magallanes	i Nomadic Indians who live in the most southern part of Chile
(k)	3. Rainy weather	w important work in this region
(m)	4. Tierra del Fuego	g southernmost city in the world
(a)	5. Araucanians	b important water passage before the construction of the Panama Canal
	6. Fiords and glaciers	
(i)	7. Fuegian Indians	k a great handicap to lumbering here
(w)	8. Sheep raising	a Indians noted for their bravery
(f)	9. Evergreen trees	d sheep can graze the year round
(b)	10. Strait of Magellan	f grow on the mountainsides
(s)	11. Wool and mutton	s products sent out from the port of Magallanes

We have completed our study of southern Chile. We have found these important things: It is a region of large sheep ranches. "Most of the ranches support twenty thousand or more sheep apiece."⁴ Lumbering has developed very slowly because the rainfall is so

³Dalgliesh, A., *They Live in South America*; p. 109.

⁴Barrows-Parker, *Southern Lands*, p. 78.



—Grace Line Photo

A Church in Antofagasta, Chile.

heavy and the roads often so muddy that hauling of logs is difficult and expensive. "Another great handicap is the great distance from the large lumber markets of the world."¹⁵ We have also found that Magallanes, the southernmost city in the world, is not wild and primitive but it has beautiful buildings, and is quite an up-to-date city. Since the war, this city is visited more often than it was before the war was declared because the large vessels which used to go through the Panama Canal, and cannot do so now, use the Straits of Magellan in passing from the Atlantic to the Pacific Ocean.

On an outline map place the symbols to show what work is done in this region (*sheep herding-lumbering*). Place a dot to show the location of Magallanes.

We return to Santiago with the other passengers on the steamer. After taking a last review of this interesting country by means of a written check, we shall make reservations to take an airplane trip to Buenos Aires through the Uspallata Pass in the Andes.

End of Unit Check

A visitor to Chile took a number of pictures. The names of the pictures are written below but the places where they were taken are missing. Can you help this visitor place the items correctly? To do so you are to write the number of the item under the correct heading below.

ITEMS

- | | |
|----------------------|--------------------------|
| 1. an irrigated farm | 7. a copper mine |
| 2. a lumber camp | 8. an iron mine |
| 3. a sheep ranch | 9. a fruit farm |
| 4. a nitrate oficina | 10. a manufacturing city |
| 5. a wheat field | 11. a famous resort |
| 6. a dairy farm | 12. a cornfield |

HEADINGS

Northern Chile	Central Chile	Southern Chile
4, 7, 8	1, 5, 6, 9, 10, 11, 12	2, 3

¹⁵Barrows-Parker, *Southern Lands*, p. 79.

Fill in the blanks with the correct words.
This check shows that (*central*) Chile can support the most people because (*it offers so many possibilities for work*).

Underline the statements which complete the sentences correctly.

1. Nitrate bearing rock is called . . . salt rock . . . caliche . . . oficina.
2. The capital of Chile is . . . Santiago . . . Antofagasta . . . Valparaiso.
3. A great handicap to lumbering in the southern part of Chile is . . . poor equipment . . . rainy weather . . . few people.
4. The little rainfall in northern Chile is . . . a help to the country . . . a hindrance to it . . . makes no difference to it.
5. The leading copper and iron mines in Chile are owned by the . . . United States . . . Chile . . . European countries.
6. The exports of Chile are mainly . . . forest products . . . farm products . . . minerals.
7. The great George Washington of Chile is . . . Alexander Selkirk . . . Bernardo O'Higgins . . . San Martin.

8. The Strait of Magellan is no longer a coaling station because . . . coal is not mined there . . . storms are very severe at this point . . . most freight now goes through the Panama Canal.

9. One of the similarities between Chile and Mexico is . . . the many haciendas . . . sheep ranches . . . mixed farming.

10. The people living in southern Chile are mainly . . . mestizos . . . Indian tribes . . . people of European descent.

If the items are correct, write true in the blanks; if incorrect, write false.

(True) 1. Wool is one of the exports of Chile.

(True) 2. The port which takes care of the trade of Bolivia is Antofagasta.

(False) 3. Santiago means "Vale of Paradise."

(True) 4. Many people of Chile have beautiful Catholic customs.

(False) 5. Northern Chile has been called the "California of South America."

(True) 6. Valparaiso is the most important seaport on the whole western coast of South America.

(True) 7. There are deposits of salts found in the desert of Chile.

(False) 8. Pedro de Valdivia consecrated Chile to France.

(True) 9. Santiago's most progressive school is the Santiago College which is conducted by people from the United States.

(False) 10. The people of Chile are not very progressive.

(True) 11. The products manufactured in Chile are more for use within the country than for export.

(True) 12. The temperature of Chile varies from 91 degrees in the north to 17 degrees in the south.

Imagine that you are a farmer in the southern part of the Central Valley of Chile. Show an Iowa farmer how your work differs from his by doing the following exercise.

Place under the season headings the numbers which stand for the months. Then beside the number which you put in the square write the letter from the list below which shows what kind of work the Chilean farmer does during those months and seasons.

Spring 2—b	Summer 3—d	Autumn 1—a	Winter 4—c
Months		Work	
1. March, April, May	a) harvesting crops		
2. September, October, November	b) planting crops		
3. December, January, February	c) fixing fences, barns, harnesses		
4. June, July, August	d) weeding, harrowing		

A Postwar Proposal

The International Relations Group of Good Counsel College, White Plains, N. Y., has suggested the following plan for the postwar reconstruction of nations.

I. Formula for Peace

Since the family is the basic unit of a nation and the world is composed of nations, then tolerance, understanding, charity, justice, and the spirit of sacrifice which lead to harmonious living within a family must be applied to the family of nations.

II. Just Punishment of the Vanquished

1. Exile and hard labor for the leaders in Japan, Italy, and Germany.

2. Complete dissolution of the totalitarian machine.

3. Complete disarmament in conquered countries during period of readjustment.

4. Let provisional governments be established and supervised by the United Nations until a satisfactory form of government is determined by the people within these countries.

5. Reparation to be made in work hours above those necessary for normal production in order to rebuild devastated countries and to supply them with essential commodities.

III. Reconstruction Program

1. Return of territory to *status quo* during period of readjustment, which is not to exceed five years, during which time territorial claims will be settled.

2. Establishment of a system of regional federations; for example, Czechoslovakia, Poland,

Lithuania, Hungary, thereby giving Poland an outlet to the sea. Each nation within the federation will have its own sovereignty, but will be represented in the regional government. This regional government will be composed of one representative from each member nation, the duties of which will be to settle disputes among the member nations and to protect regional economic interests in international trade.

3. All disputes which cannot be settled amicably by the regional governments will be referred to a World Court composed of one representative from each regional federation. The duties of this body will be to arbitrate and to enforce all judiciary decisions by means of an international land, sea, and air force. Each country will contribute to the international police force, but the World Court will have sole control in military affairs.

4. In order to foster a spirit of understanding and cooperation in the family of nations certain American colleges and universities will be designated as centers for the study of national culture. For example, Good Counsel College would graduate a group of trained experts, equipped to participate in the rehabilitation program in Italy. This specialized training would consist of concentrated courses in the language, customs, traditions, and history of the country concerned. It would promote exchange of students and professors throughout the world, thereby giving to national life an international perspective.

Teaching Mary Jane

Sister M. Loretta, O.S.B.

Part I. Mary Jane and Theresa on the Way to Church

THERESA: Hi, Mary Jane. Hurry up, or we'll be late for Mass.

MARY JANE: Oh, I don't care if I am late. You know it's rather the fad to come late for church. Haven't you noticed that?

THERESA: Fad nothing! Say, are you invited to Rosemary's stylish dinner party next Wednesday?

MARY JANE: Oh, yes. I got my invitation yesterday.

THERESA: Are you going?

MARY JANE: To be sure—and I'll be there not at seven but at least ten minutes to seven.

THERESA: What! ten minutes before time? I thought you said that it was the fad to come late.

MARY JANE: To church, but never to a dinner party.

THERESA: What's the difference?

MARY JANE: Oh, lots of difference. It's rude and inconsiderate of the hostess to come late.

THERESA: That may all be true. But listen, Mary Jane. Our Lord also has prepared a feast. And what does He give His guests? Not material food, but spiritual food—food for our souls. Now isn't His banquet of much more value than any hostess can give?

MARY JANE: I suppose so, but I never thought of it in that way before. Then, I guess it's just as rude to come late for Mass as it is to come late to a party. So come on, let's hurry or we'll be late.

Part II. After Mass

MARY JANE: Say, don't you think we do some funny things in church?

JAMES: Funny! What do you mean, Mary Jane?

MARY JANE: Well, for instance, when going into church we dip our hand into a bowl of water and then make the Sign of the Cross. Why do we do that?

JAMES: Oh, don't you know that that water has been blessed and is therefore Holy Water?

MARY JANE: Yes, but can't we make the Sign of the Cross just as well without Holy Water?

JAMES: Surely, but it's worth lots more if made with Holy Water.

MARY JANE: I never knew that before. From now on, I'm going to make the Sign of the Cross with Holy Water and more frequently.

JAMES: I am glad to hear that. What else do you think is funny?

MARY JANE: Let me think. Oh, yes, I don't see what we go like this [*makes a half genuflection*] for before we go into the pews in church.

DELL: Oh, you mean like this [*makes a genuflection*]. That is a genuflection. It is made by touching the floor with the right knee, bowing the head, and greeting our Lord.

MARY JANE: I see. Would it be all right to say "Hello, Jesus" when we genuflect?

DELL: Surely, that or an aspiration.

MARY JANE: A what did you say?

DELL: An aspiration.

MARY JANE: An aspiration, what's that?

DELL: That's a short, short prayer. For example, "Jesus I love Thee" or "Jesus I adore Thee." They are the easiest kind of prayer and you can say dozens of them every day.

MARIE: Is there anything else you'd like to ask us, Mary Jane?

MARY JANE: Yes, why do you go to Mass on week-days? I thought the commandment was to hear Mass on Sundays and holydays.

MARIE: That's what the first commandment of the Church does say. We must go to Mass on Sundays and holydays, or we commit a mortal sin. But does a little girl show very much love for her mother if she does only what her mother makes her do?

MARY JANE: Oh, no! She should also do what her mother wants her to do.

MARIE: That's right. But if we should do what our mother wants us to do, then shouldn't we also do what God wants us to?

MARY JANE: Yes, but why does God want us to go to Mass on weekdays?

MARIE: Because He knows it's hard for us to be good without a lot of grace and going to Mass is one of the best ways of getting grace.

MARY JANE: If that's the case, I ought to go to Mass every day, even on Saturdays, because I think it's awfully hard to be good.

JOSEPH: Is there anything else we could tell you about?

MARY JANE: Yes, I've been wondering why you go to Holy Communion every Sunday when the commandment of the Church says: "receive Holy Communion during the Easter time."

JOSEPH: That's because we love Jesus lots. Don't you like to visit with your best friend more than once a year?

MARY JANE: Surely, but we can talk to our friend and he talks back.

JOSEPH: Well, you can talk to Jesus too, can't you?

MARY JANE: Talk to Jesus! I never really talk to Jesus. All I ever do is say Our Fathers and Hail Marys, but I get tired of praying the same thing all the time.

JOSEPH: I should think you would. Why don't you talk to Jesus?

MARY JANE: I don't know how. What do you say?

JOSEPH: First of all I thank Him for coming to visit me. I tell Him I'm sorry for all the times I've displeased Him and ask Him to forgive me. I tell Him how much I love Him and that I want to love Him more each day. Then I go on and tell Him all the things that make me glad—also the things that make me sad. All the troubles I get into. I talk them over with Jesus and He makes the big ones seem little, and the little ones just seem to disappear altogether. Then for a few minutes I stop talking and just kneel there and think.

MARY JANE: About what?

JOSEPH: I don't know exactly what—but I think of how great and wonderful God is, of how much He must have loved us to suffer so much—and of all the good things He gives me.

MARY JANE: Oh, that sounds a lot more interesting than just praying Our Fathers and Hail Marys.

JOSEPH: Yes, and then I ask Him to bless Father and Mother, my brothers and sisters, and all my relatives and friends and oh—everybody else I ought to pray for. I also ask Him for all other graces I need to be a good boy.

MARY JANE: Oh, I often wondered why some boys and girls were so much better than others. Now I know. It's because they go to Mass and Communion so often, isn't it?

JOSEPH: Yes, I think so.

THERESA: Is there something else, Mary Jane?

MARY JANE: You know, I think it's very distracting when people sing and pray out loud. I'd much rather everyone would pray by himself. Wouldn't you?

THERESA: Oh, no, Mary Jane. It is the wish of Holy Mother Church that we have congregational singing and praying. For our Lord said, "Where there are two or three gathered together in My name there I am in the midst of them."

MARY JANE: You mean our Lord hears such prayers quicker than if we prayed silently by ourselves?

THERESA: Yes, that's just it.

DOLORES: Have you any more questions, Mary Jane?

MARY JANE: I suppose, since we're talking about such things, I might as well tell you everything but I'm afraid you'll think I'm stupid for not knowing these things.

DOLORES: No, Mary Jane. We're glad to tell you, for we know you never went to a Catholic school.

MARY JANE: It's really very nice of you boys and girls to tell me all this. I never heard them explained before. Where do you learn so much about such things?

ALL: In our Sodality.

MARY JANE: So-dal-i-ty! what's that?

DOLORES: That's a club or society we belong to. In it we learn to do the right thing at the right time and also the reason why we do it.

MARY JANE: I'd love to belong to a club like that. Six or eight of us girls belong to a knitting club, but all we do is sit and talk. We don't seem to come to any conclusions because everyone talks at once.

DOLORES: We did the same thing in the beginning, but one of the first things we learned was to talk one at a time.

MARY JANE: Oh, do tell me about your club. It's so interesting.

DOLORES: We'd love to, Mary Jane, but I'm afraid we'd better hurry home and get some breakfast, for our mothers will be wondering where we are—and anyway I'm getting hungry—aren't you?

ALL: Oh, yes. Good-by, Mary Jane.

JAMES: We will see you again next Sunday and tell you more about our Sodality.

MARY JANE: Oh, that'll be fine. Good-by.

Results of Catholic Education

The Brooklyn (New York) Children's Court statistics for a period of 9 months show that, of 125 Catholic girls brought before the court, only 5 came from Catholic schools. Of 604 boys, but 53 came from Catholic schools. In the Queens district, out of a total of 232 Catholic children brought before the court, only 18 came from Catholic schools.

Morning and Night Prayer: A Project

Mother M. Bernadette, O.S.U.

The object of all religious instruction is to instill into the minds of the children the knowledge and love of God and to foster correct religious habits in the life of each. This "carry-over" or "fruit" of the religion hour is to be found in the actual living habits of the children. If our religion classes fail to influence the life of the child we have failed in our aim.

It does little good for children to memorize definitions about prayer, the necessity of prayer, and times of prayer, if something is not done to produce an active living response. Some stimulus is needed which will carry over and bring prayer into the daily life of each child.

In dealing with small children, merely talking is not sufficient. The child must have something more tangible, something he can see to remind him, something he can feel and hold. Small children grasp an ideal better when it is presented to them in different forms and from various angles. Necessary repetitions must be presented in various interesting colors so as to hold interest.

From experience, many teachers have found that neither talks nor the use of such devices as turning a chair upside down to remind one of saying morning prayers upon awakening were fruitful. Morning after morning, when the children who had remembered to say morning and night prayers were asked to raise their hands, only a few hands went up and some of these so hesitatingly they seemed an expression of the conviction "I know I should have said them" or "I wish I had said them."

It is for these reasons that the second grade of Sacred Heart School worked out the above project which, I believe, was more successful than any other I have tried. The project was begun the first week of Lent and continued throughout the Holy Season. The six weeks of its duration carried with it an influencing power.

Project: Morning and evening prayer.

Aim: To help the children form a lasting habit of saying morning and night prayers.

Materials: Catechism definitions of prayer, necessity of prayer, times of prayer, etc.

Prayers: Our Father, Hail Mary, Act of Contrition, Morning Offering, short acts of Faith, Hope, and Charity.

Poems:

Good morning sweet Jesus, my Saviour
Good morning dear Mary, my Queen
Good morning dear Angel, fair sentinel
Who dwells here with God unseen.

My God I offer Thee today
All I think, do, and say,
Uniting it with what was done
On earth by Jesus Christ, Thy Son.

Pictures: Of children praying. Of saints in prayer.

Hymn: "Good Night Sweet Jesus."

Talks: On motives for saying morning and night prayers.

Posters: Pictures and motto posters.

Compositions: Class compositions which

are the result of the talks. The teacher writes these on the board while the children dictate. Individual compositions on "Why I Want to Say My Daily Prayers."

Reading: Stories about prayer or people who prayed.

Dramatization of family prayer, etc.

The Procedure

Each boy and girl was given a hectographed picture of a child praying. The teacher made five large poster drawings: Family Prayer, Awakening Thought, Morning Prayer, Night Prayer, and Retiring Thought. The children colored and cut these out. Every child in the class participated in this work. These posters were posted around the room for the children to enjoy. Motto posters were then made and displayed in the room.

It must be remembered that in no way whatsoever were the children led to think that neglect of daily prayers was a mortal sin. But the added merit which morning prayers gives to all our good actions, even to the insignificant ones, was well explained together with the glory and praise which is given to God by such an easy act. Even the smallest children grasped these points. Here are some examples: A child of seven explained the meaning of our motto poster, "Morning Prayers Give Spiritual Value to Our Day," in her own words saying: "That means if we say our morning prayers we will get more glory and happiness in heaven for every good thing we do that day." Another second grader expressed it thus: "We give God glory when we say our morning prayers and offer Him our work. When we offer God our work, we must do it well. Morning prayers make even our play and eating pleasing to God." Another tiny tot reasoned: "I will get two joys for my paper, the 100 per cent and something in heaven also."

The next step was to decide upon the time and form of prayers. I know that opinions differ as to this point. It is a known fact that many a workingman and busy mother say morning prayers on the way to work or at work. But experience has taught me that, if this method is used with small children, they will end up with no morning offering at all. Saying prayers on the way to school or while dressing is too distracting a method for them. And again, if children are trained to depend upon the school prayer for their morning offering, summer vacation will soon steal away much glory from God as well as merit for themselves. Therefore, our second-grade children decided upon the short and easy ejaculation "My God I offer Thee today, etc.," the Our Father, and "Angel of God" prayer as their form of morning prayers. We timed these and found they scarcely take half a minute. Who is too busy to give God half a minute each day? Many humorous little examples were given here about the stingy creature who would not give God half a minute and then wasted half an hour. The time they chose to say their morning prayers was the very first thing upon rising. Night prayers were also discussed and the children decided that these should also be short and yet include the Act of Contrition and the short forms of the Acts of Faith, Hope, and Charity.

In studying the lives of the saints, the ordinary was stressed rather than the extraordinary. Facts such as these were told: "Children, we all know there are hundreds and thousands of saints. Some were men and some were women. Some even were little children. Once they all lived on earth just as we do today. They all had work to do. But there is one thing the saints did which made them saints; that is, they loved and served God heroically." In dealing with the saints, we stressed in a special manner their faithfulness to morning and night prayers. We gave occasional examples of how God manifested His pleasure with them for their unflinching devotion to prayer. In dealing with small children, we found it best to stress the



lives of saints who were faithful to prayer from early childhood rather than examples of faithfulness after conversion.

It is perhaps the opinion of some teachers that parents should see to the daily prayers of the children. This is indeed the ideal and desired situation. But since present-day conditions have proved that it is not done,

should not those who can help do so? Teachers, especially, should be on the alert to use any method which will bring a stronger faith and love of God into the world, and it is indeed this actual living acknowledgment of God in prayer which will bring about the fulfillment of the beautiful ejaculation "God Bless America."

Teaching Linking Verbs

Sister Mary Andrew*

Children may have a superficial acquaintance with grammatical terminology with little understanding of the function of words in a sentence. To remedy this condition, I suggest the teaching of words as "workers." Human workers are named for the work they do. The man who keeps order in the city is a policeman; the man who makes bread is a baker. Children know this very well; they don't call a policeman a baker. The point is that they must be quite sure of the *work* a word is doing in the sentence before they can call it by its correct name.

Take the case of the verb. Children have been taught that a verb is a word *that works* at telling what a *person* or *thing* does—an *action word*. Perhaps some of them consider that much all they need to know about the work of the verb. If they have taken the second step, they know about the *verb* that works at *telling what was done* to a person or thing. It is here that the children meet the little *maids* or *helpers* whose duty is to *assist* the action word in completing its work of telling what was done to a person or thing.

Later lessons will introduce the children to the words of the verb family which work at *linking*. These *linking verbs* are *no-action verbs*.

The study of the linking verbs can be tied up with composition with pleasure and profit, provided that, in planning the lessons, the following two principles are kept in mind, namely:

1. Thorough understanding of the *function* to which a term applies must *precede* the introduction of the grammatical *term*.

2. Though the adult mind may leap over several steps at once, the mind of the child must take the steps one by one. Therefore, *minute subdivision* of the difficulty must be followed.

The following method of presentation is intended for several class periods.

The purpose of the first lesson is to lead the children to recognize the *linking verb* and its *function* in such sentences as "Mary is good."

I have here four badges. No. 1 says, good; No. 2, happy; No. 3, gentle; No. 4, gentle. I call up four children, Mary, Joan, Helen, and Ann. I tell the class that I mean each one of these badges to describe one of these girls. "How can I show which girl Badge No. 1 is to describe?" The children suggest letting the

girl wear the badge or hold it, etc. I agree that we must connect or *link* the badge in some way to the person it describes. Then I *link* the badge good to the girl Mary, the badge happy to the girl Joan, gentle to Helen, and gentle to Ann. The children see the actual girls with the actual badges linked to them.

Now I write on the blackboard the words, Mary—good. As they stand, there is no connection between them. I ask for a *word* to *link* the word Mary to the word good. The class supplies the word *is*, and I insert it between the words Mary and good. Then follow, in the same way, the sentences: Joan *is* happy; and Helen and Ann *are* gentle.

I question the class on the *work* good, happy, and gentle are doing in these sentences. Then I ask about the *work* *is* and *are* are doing. We discover that in each sentence the

linking verb is linking the noun to the adjective which describes it.

The children are asked to read the sentences to see whether they give them a picture of any action. Since the answer is, No, we label the sentences, no-action sentences.

I cover the adjectives and the children read: Mary *is*; Joan *is*, etc., and we conclude that now the sentences don't make complete sense. Then I cover the linking verbs, and the children read, Mary—good, etc., and arrive at the same conclusion. We have discovered that the linking word must have the badge word, the adjective, working with it to make complete sense. Here you may discuss the meaning of the word *complete* and encourage the children to use it.

The next step is to find some more words that work at linking. I wrote at the left on the blackboard the word *Jack*, at the right the word *brave*, leaving a space between them. By questions, stories, suggestions from the class, and contributions by the teacher, we get a list like this: *is*, *was*, *became*, *looks*, *seems*, *appears*, *remains*, *continues*. In the same way, sentences are made by supplying linking verbs for such outlines as: This book—precious; The lights—dim; I—happy, etc. We repeat the test for action. These are "no-action" sentences. The linking words are "no-action" words.

Now the children are told that all these words that work at linking are called *linking verbs*. They state again what the words link. They have learned that a linking verb joins a noun to the adjective which describes it.

The next step introduces the predicate noun. Change a sentence like "Tom seems strong" to "Tom seems a strong boy." "How many persons are mentioned in this sentence? Only one, Tom and boy are words referring to the same person. What work is strong doing? What is seems linking?" Cover the word *boy*. "Tom seems a strong" doesn't make complete sense. Cover the word *strong*. Cover the words *strong boy*. The sense is not complete. The linking verb seems must have a *complement* to complete its meaning. Here the complement is the phrase "a strong boy." The noun boy here is the complement noun or predicate noun. Tom is the subject noun.

Present several other sentences with a predicate noun (complement noun). Do these sentences give a picture of any action? No, they are no-action sentences. Seems is a no-action verb. It is *intransitive*. Another name for a *linking verb* is a *copulative verb*.

First we learned that a linking or copulative verb joins a noun or pronoun to the adjective which describes it. Now we have learned that a linking verb may also join a noun or pronoun to another noun or pronoun which means the same person or thing.

Then the pupils are ready for what we may call a puzzle game—finding the case of the second noun in the sentences just studied. In the sentence "Tom seems a strong boy," we determine that Tom is in the nominative case. And we stress the fact that seems is *intransitive*. Now, find the case of "boy."

Boy means the same person as the subject, Tom. Seems is an intransitive verb. Then boy is in the nominative case. The complement (predicate) noun is in the same case as the noun or pronoun to which it is linked.

Later, when the class has seen a complement noun linked to the object of a sentence, the meaning of the statement above is clarified.

POTENTIAL TERESAS

Speaking on "St. Teresa, Saint and Scholar," on her feast day, at Fontbonne College, St. Louis, Mo., Rev. Charles F. Kruger, S.J., referred to the Saint as one of the greatest, most attractive, and most widely appreciated women the world has known. Yet, in spite of her greatness, he said, she resembled, in many respects, the average Catholic college woman of the present time. Intelligent, she was impressed by the thought of eternity and would repeatedly remind herself of her shortcomings. But, because of her intelligence, she would listen to the advice and suggestions of her elders. Like many modern girls, she loved life, and fine clothes, and delighted in reading romances, and in caring fastidiously for her personal appearance. She became a true scholar, after her boarding school days ended, and thought her way into a Carmelite convent, when she realized that the evils of a sick world were not to be healed by the pursuit of the world's vanities, but rather, by their rejection. "She knew that this 'death in life' would lay the real beginning of her life in eternity and the healing of the sick world."

*The author is a teacher in Australia. It is at least of professional interest to read about methods used outside our own country. The member of the editorial staff of the CATHOLIC SCHOOL JOURNAL who edited the article does not wish to argue about the amount of formal grammar that should be taught; but he thinks that children should know why they should say: "It is I." This lesson explains that principle.

Aids for the Primary Teacher

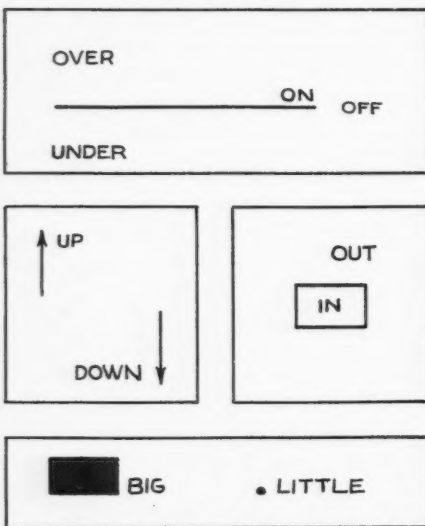
Word Study in First Grade

Michael M. Guhin

Mastery of words is an important aid in learning to read; no device, method, or procedure has yet been found which enables a child to read words it does not know and is unable to make out. The learning of a word is not an achievement to be accomplished in a day; it is a habit to be formed. Any device which enables a child to call words not yet in its reading vocabulary is helpful. True, the child may not recognize these words when used in sentences without recourse to the aid suggested; but the mere fact that it can get the word by using the aid is an asset. Moreover, every repetition of the word, while the child is looking at the word form, tends toward the development of the habit of calling the word on sight.

Relational Words

The relational words are difficult for little people; there is no specific mental image corresponding to the word form in learning "in," "out," "on," etc. The following device will enable children to call the ten relational words involved after 15 minutes' work—provided, of course, they may use the aid suggested. The position of the word with reference to the line, dots, etc., is the means which the child uses in calling the words; but the same aid may be given when the child encounters the word in reading.



Color Names

The names of the colors are very useful because, when recognized, a great amount of directive coloring work may be done by the

*The author of this article, Mr. Michael M. Guhin, of Northern State Teachers College, Aberdeen, S. Dak., died on October 17, 1941. We think that our teachers will be glad to have this practical memorial of a veteran teacher whose mind was always alert in devising successful methods of teaching. You will recall the articles on the teaching of arithmetic by Mr. Guhin published several years ago in this Journal.—Editor.

child with little or no help from the teacher. The following device is suggested on the assumption that the little child does not see what the adult sees on looking at the printed form of a word. If the child sees anything, it sees some distinctive feature of the word—not the whole word composed of consonants and vowels as we see it. On this assumption, only one distinctive feature of the form for each color name is stressed. Thus *red* is recognized as the "little" color name or the "short" color name. The illustrations of the colors are, roughly, in the form of the word as indicated below.

Distinctive features of color names:

Red. This is the "short" color name.

White. This is the only color name with a "dot" in it.

Blue. This starts with two "high parts."

Black. This has three "high parts."

Brown. This has only one "high part."

Green. This has one "low part."

Yellow. This has two "high parts" in the middle.

Orange. This starts with a "round one"; in child's language, *orange* starts "with its mouth open."

Purple. This has two "low parts" and one "high part."

Gray. This has two "low parts," one at each end; it is quite short but not so short as *red*.

Suggestion: Make a set of color cards, representing each color, by coloring a form similar to the illustration given above. Print in large letters the name of the color under the representation. Print the name of the color on the reverse side of the card. The "game" is, of course, to call the name of the color without looking at the representation.

Special Groups of Words

A limited number of words under an appropriate heading may be called by a first-grade child in a remarkably short time. After a study of the vocabularies of seven primers, the following groups of words were compiled. Charts easily may be made with a stamping outfit giving these words. If children know the initial consonant sounds, they can use this control to advantage. However, they learn to call these groups of words in a very short time without this aid.

The heading limits the words given under it to a small number of words. Certain "distinctive" features are used by the children

in calling the words. They may call the first word because it is the first word and the last word because it is the last word. They may call a certain word because it is "short" or because it is "long." They may call other words because of the preceding word or the following word.

Animals:

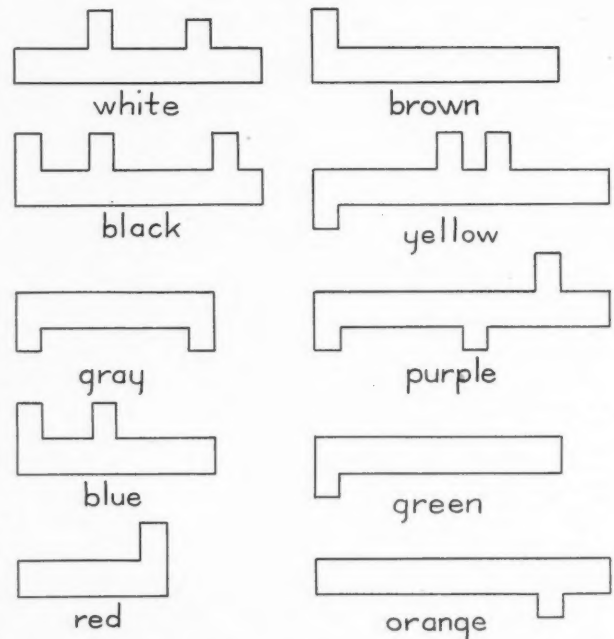
rabbit
monkey
kitten
cow
dog
pig
pony
bear

At home:

father
the man
Jack
the boy
Alice
the girl
children
mother
baby

Nice words:

please
thank you
pretty
party
happy
cakes
ice cream



Where to go:

home
to the city
to the farm
to the store
to the house
to the garden
to the party
to our school
to the train

Big words:

something
morning
good-by
children
surprise
birthday
friends

Hard words:

it is
it was
it has
they are
they were
they have

Presentation: Some distinctive feature of the word, its position in the group, or its relation to the preceding or the following word, may be stressed.

Animals: Find the three "long" names of animals. Find the three "short" names. Find the two "middle-sized" names.

The first long word names an animal that hops; it is r.....

The second long word names an animal that plays tricks; it is m.....

The third word names a playful little animal; it is k.....

The first "short" word names an animal that gives milk; it is c.....

The second short word names an animal that helps get the cows; it is d.....

The last short word names an animal that grunts; it is p.....

The first "middle-sized" word names an animal we ride; it is p.....

The last word names a circus animal that may hurt us; it is b.....

Home words: The first is the man in the home; it is f.....; the next line tells what father is.

The next word is *Jack*; the next line tells what Jack is.

The next word is *Alice*; the next line tells what Alice is.

The next is a "big" word; it is ch.....

The next word which starts with a big, wide letter is m.....

The last name is the name of the smallest person in the house; it is b.....

Nice words: You use the first word when you ask for something; it is pl.....

The next line tells what you say when you ask for something; it is "th..... y....."

The next word means *nice*; it is pr.....

The next word names what a child has on his birthday; it is p.....

The word standing alone tells how we feel at a party; it is h.....

The last two words are things we eat at a party; the first is c.....

The last sometimes comes in cones; it is s.....

Where to go: The first word tells where we go after school; it is h.....

The next line tells where farm children like to go; it is to the c.....

The next line tells where city children like to go; it is to the f.....

The next line tells where we go to buy things; it is to the st.....

The next tells where we go after playing; it is to the h.....

The next line tells where we go to get flowers; it is to the g.....

The next line tells where we go to have a good time; it is to the p.....

The next line tells where we go to learn to read; it is to our

The last line tells where we go to take a long trip; it is to the tr.....

Big words: The first word is the longest of all; it is *something*.

The next word tells when we get up; it is m.....

The next word tells what we say when we leave our friends; it is "g....."

The next is a big word meaning little people; it is ch.....

The next word is what mother plans without telling us; it is s.....

The next is what you have only once a year; it is b.....

The last big word names the people we like; it is fr.....

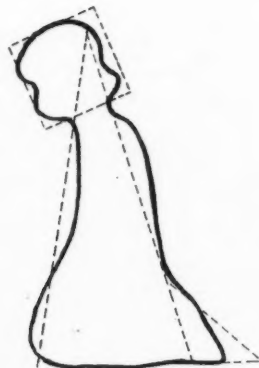
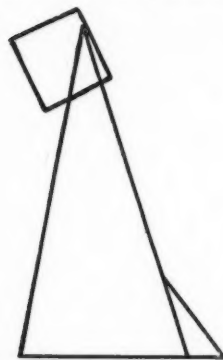
Hard words: These are about the "hardest" words for first-grade children. If chil-

CHRISTMAS ANGEL

Margaret E. Schoeverling

Long years ago, God's love came down
On Christmas Day, to Bethlehem town.

A little Baby Boy was born,
God's only Son, that still, cold morn.



The angels sang, then went away;
But one small angel stayed to pray.

He knelt beside the Baby there
And folded wings and hands in prayer.

Now let us do our very best
To draw that little angel blessed.

One triangle, long, straight, and tall,
A square, a triangle quite small.

Now curve the square to make his head.
He's bending over Jesus' bed.

With graceful curves, his body draw,
See, he's kneeling there in awe.

Outline his quiet, quivering wings,
Shining, shimmering, lovely things.

Now add his folded angel hands,
And on his wings draw feathered bands.

The Baby blessed the angel mild:
O Jesus, bless each little child.

Make each heart so pure inside
That You will ever there abide.



dren can learn *it* and *they* and see the relation between the first lines, the second lines, and the last lines respectively in the two groups, it may help them call these expressions—in this exercise. Thereafter, one of these "troublemakers" may be referred to as a "hard" word.

Including the ten color names and the ten relational words, the foregoing covers seventy

words. A great majority of these words come in all or nearly all the seven primers studied in preparing these lists. Moreover, a great majority of these words are not easily presented by using any system of phonetic control. Seventy words constitute about one third of an up-to-date primer vocabulary. For these reasons special practice on these lists seems to be worth while.

Not Only at Christmas

Sister M. Gilbert, S.S.N.D.

It was the first week of Advent. A tradition had almost grown up that the first graders of our school give a Christmas play. What would it be this year? The December issues of the CATHOLIC SCHOOL JOURNAL of past years were consulted; this play had been given, that was for older pupils. For some time we lingered again over the story of *The First Christmas Crib*, so charmingly arranged by Fray Angelico Chavez and published in December, 1937. It will be remem-

bered that this short dramatization portrays the touching and beautiful scene in which St. Francis erected the first reproduction of the Christmas crib and was rewarded by the coming of the Holy Child. Evidently it had been written for older children, and the magazine was closed with regret, but with the resolution to suggest that one of the higher grades make use of it. During the course of the week, when the story of St. Francis was told to the little ones, they were so delighted

and interested that the thought occurred, "Why not simplify the play by Chavez and read it to the children?" This was done, and the children's enthusiasm when it was suggested that they might dramatize this beautiful story provided the impetus to go ahead.

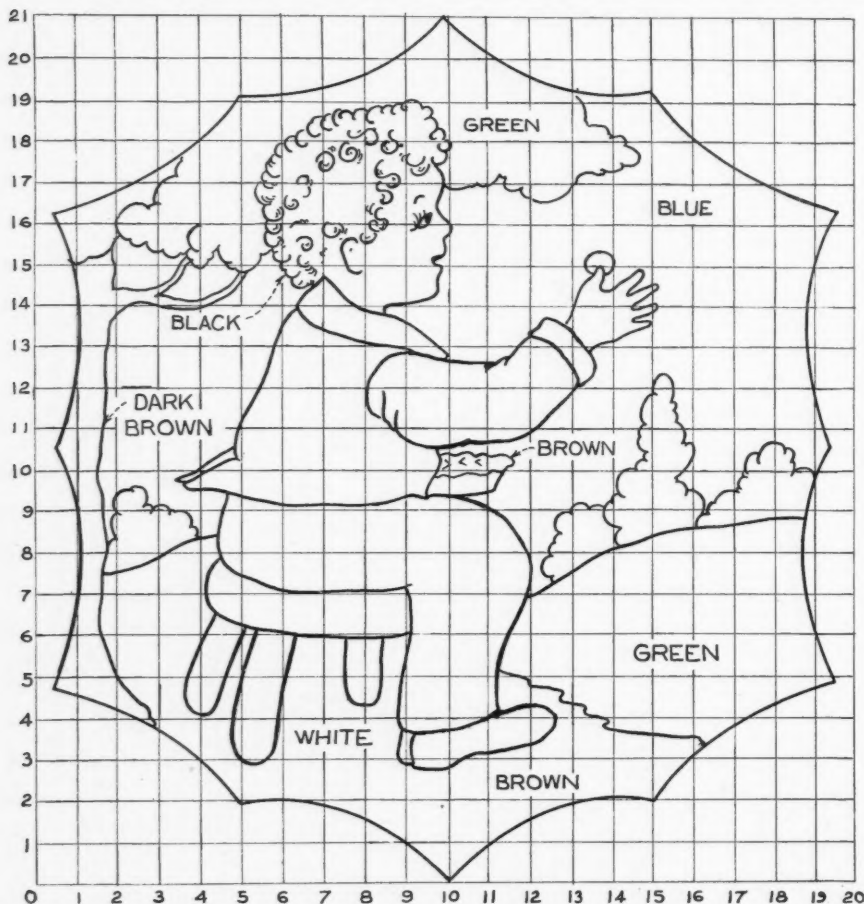
Can very little children, all girls in our school, effectively present such a play as this without reciting lines mechanically? This is how we did it. The play was discussed, retold in parts by various children, each using his own words, until all knew what came next and next. Then we dramatized short parts, allowing the children complete freedom of expression, but always following the thought of the text. After different children had given their interpretation of various parts, we selected the characters.

Now costumes were considered. All teachers of little ones know that the simplest addition to one's ordinary clothing is sufficient for "a costume." However, something special must designate the "Little Brothers," so, with brown sweaters for a foundation we gathered enough brown material of various shades to make simple habits with hoods, heavy twine being used for girdles. A nightgown sufficed for alb, and a small chasuble cut from a bit of white sateen was adorned with a yellow cross and completed Father Sylvester's costume. The other characters simply added a bright scarf, a skirt borrowed from mother, or trousers and shirt from brother. St. Joseph had grandad's big cane. Angels were in white or light-colored dresses with a bit of tinsel around the head. As the number of townspeople and angels is not limited, all the pupils had parts.

Our scenery was very simple—a few evergreens. Small children have such vivid imaginations that we found a grotto and animals unnecessary. However, we felt it to be very useful to have attention directed to the altar, as it would form the basis of future teaching on the Mass. Therefore, the altar we made quite complete by using a table with white cloth, a tabernacle consisting of a white box with gold paper door pasted on, chalice covered with paper veil, crucifix, six lighted candles, and a small book for a Missal.

Two days before the Christmas holidays, we gave the play, inviting Sister Directress and the second and third grades. It was so successful that we were asked to repeat the play twice the following day, for the high school and for the upper grades, as our Directress felt that the charm of the story, the lessons it taught, and the simple freedom with which the children presented it should be enjoyed by all. Were high school girls bored by a first-grade play? Those who were free during the following period asked if they might please stay for the next performance.

The pleasure and real enrichment of life which the first-grade children themselves experienced, can be appreciated somewhat by remarks during practice such as these: Little girl: "Wouldn't it be lovely if Jesus did come alive for us when Evie (St. Francis) lifts Him out of the manger?" Answer: "Oh, but He is really alive in the white Host on the altar and we'll hold Him really in our hearts when we make our First Holy Communion." The most irrepressible small member of the class was seen alone behind the scenes with head bent deeply over the large manger kissing the Bambino; and there was a real rivalry among the children to see who could behave best during practice periods, for



A Realistic Jack Horner

— Sister M. William, O.P.

Draw one-inch squares, very lightly, on a sheet about 20 by 20 inches. Then it will be easy to draw the background with colored chalk or crayons. Draw Jack in the same manner on a separate sheet and cut out. From red velvet cut trousers for Jack about half an inch larger than the pattern. Turn the edges and stitch to the figure. Make a shirt of red and white checked gingham and a white collar and cuff. Put on a bib if you wish. Then mount the figure on the background.

the reward was the privilege of carrying the statue of the Infant back to our classroom. On the last day some child said, "Please, may I hold Him? I haven't had a chance yet," so each little girl was given the opportunity of holding Him for a few moments with the injunction to tell Jesus something, and the fervent little whispers were an immediate reward for any effort expended in getting the play ready for performance.

For any teachers of the lower grades who wish to make the experiment, it is suggested that your pupils be given freedom in the use of language; ours were not restricted to any particular words. One cannot but be surprised and delighted by their naivete, such as in Francis' lines: "Who is that girl that hasn't talked yet? You may be the Blessed Mother. Blessed Mother didn't say, 'Please let me be the Mother of God.' The angel asked her to." And when Brother Juniper said, "Please, Brother Francis, let me be the donkey," Francis answered very seriously, "You can't be the donkey and I can't be the donkey. We need a better donkey."

In part two, we dispensed with the incensing of altar and celebrant, simply having the celebrant stand with folded hands at the Epistle side, facing Francis, who read, more or less from memory, the last words of the Christmas Gospel, "And suddenly there was with the angel a multitude of the heavenly army, praising God, and saying: 'Glory to God in the highest; and on earth peace to men of good will.' The end of the Gospel." Then, closing the book, Francis proceeded with the sermon, somewhat as follows: "This Gospel tells how Blessed Mother and St. Joseph went to Bethlehem to have their names written down and how Jesus was born in a poor stable and laid on the straw—Oh, how good God is!" Going over to the manger, Francis lifted the Bambino, who had miraculously appeared, kissed it and repeated, "Oh, how good God is! See, here is the real Baby Jesus." All the children gathered quickly and eagerly around the manger saying, "O Jesus! O Jesus, we love You." Still kneeling, all sang,

"I love You, dear Jesus,
I love You, my dear,
I will love You and love You
Every day of the year."

Our prologues and the epilogue, the only parts which were actually memorized, were shortened as follows:

O hear! O hear! Good people gathered
here!
All of you know the Christmas crib quite
well;
Who made the first one? That's for us
to tell.
It happened seven hundred years ago,
When good St. Francis walked this earth,
you know.
It is the morn before the joyous day,
But Brother Juniper is far from gay.

It is apparent that these changes were made only to facilitate memorization and to omit such words as might prove difficult for small children.

During the months that followed, the story served as a very natural motivation for many lessons, such as "Jesus is born every day on our altars at Mass," and often the children themselves connected observations with incidents in the play, for example, coming in on a Monday morning one would remark, "I

Jolly Old Christmas Time

Sister M. Limana, O.P.

Sister M. Charlotte, O.P.

Lively

1. Jol-ly Christ-mas time is here With its mem-ories of joy,
2. An-gels to the shep-herds sang, "Hast-en to the sta-ble bare;

1. For on Christ-mas night was born Mary's dar-ling Ba-by Boy.
2. You will find the Babe di-vine Ly-ing in a man-ger there."

Chorus:
Christ-mas greet-ings we ex-tend To our friends and par-ents dear,
May the sea-sons bless-ings rare Cheer you thro' the glad New Year.

3. Wise-men came to Beth-le-hem, Guid-ed by the star-ry light,
Christ the Sav-iour to a-dore, And to of-fer pres-ents bright.

know why Father wore white yesterday." Such statements may so easily be developed into impromptu lessons. Nature study was often connected with stories of St. Francis as everything pertaining to that happy lover of all God's creatures thereafter won the instant attention of the little ones.

Remote preparation for First Holy Communion was by no means the least important of the results obtained, and, therefore, we shall always be grateful to Fray Angelico Chavez for his work, and hope that many other classes will have their lives made more beautiful as a result of it.

Dramatizing a Christmas Story

Sister Frances Therese, O.P.

At Christmastime, last year, the pupils of grades four and five in Holy Trinity School, Bloomington, Ill., dramatized the story "Why the Chimes Rang." The project included correlation with English, religion, geography, expression and word study, arithmetic, costume study, color and design, and creative development.

First read the story to the children that they may appreciate its beauty and its lesson.¹

Synopsis of the Story

1. Location: Old Cathedral town in Germany.
2. Characters: Two little boys, Pedro and Little Brother, who live outside the town, merchants, choir boys, old woman, king, nobles, etc.

In the belfry of the old cathedral in the town are supposed to be wonderful chimes which will be heard only when a gift that is unusually pleasing to God is placed on the altar on Christmas eve.

The two boys have been looking forward

to their visit to the great church and Pedro has saved his bright penny for an offering.

On the road to the town they find a poor old woman buried in the snow and Pedro stays to help her, sending Little Brother on alone, giving him his bright penny for the Child Jesus offering. He is heavy hearted and sad because he could not go.

Suddenly he hears the most beautiful music ever heard—the chimes are ringing—and when he turns his head there stands a beautiful angel in a dazzling light, and back of her he sees an altar and in front all the gorgeous throng of worshipers. On the altar steps he sees the priceless gifts of the wealthy and crouching down in a dark shadow is Little Brother who had placed Pedro's penny where he thought that he was unseen.² Smilingly the angel speaks to Pedro, telling him that God considered his gift finer than all the others because he had sacrificed himself to give it.

¹A good edition of the story is included in *Why the Chimes Rang and Other Stories*, by Raymond MacDonald Alden, published by Bobbs-Merrill Co., Indianapolis, Ind.

²For an illustration of the scene and directions for construction, see *Art Education Through Religion*, Book IV, by Mary Gertrude McMunigle, pages 45 and 47. This booklet is published by Mentzer, Bush & Co., Chicago, Ill.

Correlation

English: Pick out big thoughts in order. Retell the story by topics. Strengthen the "sentence sense." Add to vocabulary. Learn to use dictionary.

Religion: Furnishings of altar. Arranging altar for Mass. Vestments and their use.

Geography: Comparison of German customs with our own. Comparison of climate, government, language, etc.

Expression and Word Study: Originate conversation in short sentences about ordinary occurrences in daily life of Pedro and Little Brother: their pets, their work, their food, their method of sleeping, etc.

Watch clear enunciation and correct pronunciation.

Have written exercises to obtain best sentences as models for final use.

Arithmetic (Measurement) Develop ability to: Estimate size of window for church. Number of pieces of colored glass to cover area. Estimate amount of paper for choir boys' costumes, etc.

Costume Study: Compare German peasant costume with modern American costume. Advantages and disadvantages of wooden shoes. Effect of climate on costume.

Color and Design: Illustrations of the story in crayon and cut paper. Study of church windows. Knowledge concerning color purity. Cooperation needed in final plan.

Going to Bethlehem

Sister M. Hermana, O.S.B.

The following conduct merit device has created more enthusiasm and better behavior in the classroom than any one device I have previously used.

I covered the top of my library table, 4 by 10 feet, with cotton, on which stars were pasted to denote different paths leading to the crib, which was placed in an elevated position against a background of pine.

Each child had a separate path leading to the crib. Small standing sheep, with the child's name printed on a band around the sheep's neck, were placed at the beginning of the path in the beginning of Advent. Each path was divided into as many sections as there were school days until Christmas, by pasting stars three or four inches apart leading to the crib.

If the child's conduct was satisfactory for one day, his sheep moved up one section. If it was not satisfactory, his sheep was placed in the Rebel's Camp, a secluded spot behind the crib. The sheep remained in camp until the child improved his behavior, after which the sheep was placed at the beginning of the path again. The aim of this device is to see whose sheep reaches the crib by Christmas.

To avoid confusion I pasted each child's name at the beginning of his or her path.

TREATMENT FOR CORK BOARDS

Waxing cork bulletin boards as soon as they are installed will seal the pores and thus prevent dust from staining and darkening the board.

Reading Sources on Latin America

Sister M. Dominic, S.S.J.

EDITOR'S NOTE. To direct teachers to sources of material on Latin America, Sister M. Dominic, S.S.J., librarian at Nazareth College, Rochester, N. Y., has compiled these lists. The lists do not contain material published later than January, 1943. Only the first two of the lists mentioned in the outline are presented this month. The others will appear in later issues of "The Catholic School Journal."

Outline

First: *Bibliographies are listed.*

Second: *Names of organizations which furnish material, especially ephemeral material on Spanish America; also, general suggestions on such sources. These are not necessarily recommended.*

Third: *A list of books which have appeared in the past four years and which have had favorable reviews in Catholic magazines; included and starred are books which have appeared since 1888 on Spanish America and which have the approval of standard Catholic authorities.*

Fourth: *Pamphlets on Spanish America.*

Fifth: *A list of magazines on Spanish America, some in Spanish. These are not necessarily recommended by the fact that they appear on this list. A supplementary list includes Catholic magazines in Spanish.*

Sixth: *A list of articles which have appeared in leading Catholic magazines in the past four years. The magazines used for this compilation were: America, Ave Maria, Catholic Digest, Catholic Education Association Bulletin, Catholic Education Record, Catholic Historical Review, Catholic Library World, Catholic Mind, Catholic World, Commonweal, Extension, Shield, Sign, and Thought.*

Seventh: *A Brief List of Books About Spain and Latin America for Children. Each book listed is graded and approved by standard Catholic authorities.*

This initial attempt to list sources and titles for materials on Latin America cannot be a final piece of work. New works—books, magazines, pamphlets, maps, etc., are appearing daily. Supplements from time to time must be made to keep abreast of the fast-developing Ibero-American movement. It behooves Catholics—all Catholics—to see to it that this movement steers a true course along its age-old and destined pathway of true Catholic culture.

Suggestions will be gladly received for revision of this work.

There has been no attempt to list ex-

clusively Catholic material or sources, but such are starred for guidance. Other material has been selected because reviews and judgments made by Catholic authorities have been such as to make one feel safe in using such material. However, this cannot apply in general to all material which can be secured from *List I—Bibliographic Sources* and from *List II—Names of Organizations which furnish such materials* and from *List IV—Magazines on Spanish America*. Each item must be examined carefully by the reader before it can be used with any degree of assurance as to its right point of view.

I. A Bibliography of Sources for Latin-American Titles

(Catholic sources are starred)

Associations' lists. Almost all associations: educational, religious, industrial, social, governmental, and political are compiling such lists.

Behrendt, R. F., *A Selected Bibliography of Books in English in the Field of Economics, Trade, and Sociology of Latin America*. University of New Mexico, Albuquerque, N. Mex.

Berliner, J. J. and Staff, *Bibliography of Latin America 1935—1940*. 5 parts in 2 vols. \$5; also separate, each part \$2. 1941. J. J. Berliner and Staff, 225 Fifth Avenue, N. Y. Note: Books, articles, directions, cultural relations, laws, duties, exports, imports, economic resources, copyrights, patents, trade-marks, Latin-American organizations. Classified by countries, by subjects, etc. Latin American History and Information Service, 225 Fifth Avenue, N. Y. \$5.

Boggs, R. S., *A Bibliography of Latin American Folklore*. H. W. Wilson Co., 1939. \$1.50. (Series I, Vol. 5.)

Children's Books, 1942—Pan America. Commonweal, 37:116-119, November 20, 1942.

Cumulative Book Index. H. W. Wilson, N. Y. Finney, G. J., *Books on Latin American History*. American Library Association, Chicago, 1942. 75 cents.

Galván, S. M., comp., *Background Readings on Latin America*. Wilson, 1942. 35 cents.

**The Guide to Catholic Literature 1888-1940*. Walter Romig and Co., Detroit, 1940.

Gurin, R. M., comp., *Our Neighbors to the South. The Booklist*, November, 1942. American Library Association. 25 cents; 10 copies for \$1; 25 copies for \$2. Informal list of books on Latin America for diverse interests and tastes.

Haggood, W. C. and others, *Books of Latin American Interest in Public Libraries of the U. S.*, 1942. American Library Association. 50 cents.

Handbook of Latin American Studies, 1937-1940. 1938-1942. Harvard University Press. \$4 each.

Humphreys, R. A., comp., *Latin America*. Oxford, 1942. 50 cents.

Inman, S. G., *Democracy versus the Totalitarian State in Latin America*. American Academy of Political and Social Science, 3457 Walnut Street, Philadelphia, 1938. 25 cents.

**Catholic Periodical Index*. H. W. Wilson Co., N. Y.

Inter-American Book Exchange, *Index to Latin American Books, 1938*. Vol. 1. The Exchange, 2700 2nd Street, N.W., Washington, D. C. 1940. \$5.

Library Lists—Public—Private—Special.

Luquens, F. B., *Spanish American Literature in the Yale University Library: A Bibliography*. Yale University Press, 1939. \$10.

National Education Association of the United States, Research Division, *Latin American Backgrounds*. National Education Association, Washington, D. C. 1941. 25 cents.

Pan American Union, Division of Labor and Social Information, *Bibliography on Labor and Social Welfare in Latin America*. Pan American Union, Washington, D. C. 1940. 25 cents.

Pan American Union, Columbus Memorial Library, *Children's Books in English on Latin America*. Pan American Union, Washington, D. C. 1941. 50 cents.

Pan American Union, Columbus Memorial Library, *Current Latin American Periodicals Relating to Economic Subjects in the Library*. Pan American Union, Washington, D. C. 1938. Gratis.

Pan American Union, Music Division, *Selected List of Latin American Song Books and References for Guidance in Planning Fiestas*. Pan American Union, Washington, D. C. 1942.

Pan American Union, Columbus Memorial Library, *Selected List of Books (in English) on Latin America*. 6th rev. ed., Pan American Union, Washington, D. C. 1942.

Publishers' lists and Catalogs—American and Foreign.

Readers Guide to Periodic Literature. H. W. Wilson Co., N. Y.

*Shoniker, F. R., *Latin America Through Catholic Eyes*. Pittsburgh University, Catholic Library Association, Scranton, Pa.

Smith, J. G., *Latin America; Books for Young Readers*. American Library Association, Chicago. 1941. 25 cents.

Toro, J. del., *Bibliography of the Collective Biography of Spanish America*. University of Puerto Rico. 1938. Gratis.

United States Catalog, *Books in Print, January 1, 1928*. New York: H. W. Wilson Co.

U. S. Library of Congress, Hispanic Foundation, *Latin American Belles-Lettres in English Translation*. A selective and annotated guide by James A. Granier, Washington, D. C. U. S. Library of Congress, 1942. Free. Lists some 60 translations of literary works of Latin American authors; is intended for those with insufficient command of the respective languages to read the publications in the original.

University of Rochester, *Fortnightly Bulletin*. University of Rochester, Rochester, N. Y.

Wilgus, A. C., *Latin America in Fiction*. Pan American Union, Washington, D. C. 1941. 50 cents.

H. W. Wilson Company, 950-72 University Avenue, N. Y.

II. Sources of Pamphlets and Other Helps on Inter-American Studies

(Non-Catholic sources and their materials to be used only with discretion. Catholic sources are starred.)

*The America Press, 70 East 45th St., N. Y.

American Association of University Women, 1634 Eye Street, N.W., Washington, D. C. Address requests to Esther Conkin Brunauer, Associate in International Education.

American Council, Institute of Pacific Relations, Inc., 129 East 52nd St., N. Y., or 260 California Street, San Francisco, Calif.



Our Policeman.

— G. C. Harmon

American Council on Education, Youth Commission, 744 Jackson Place, Washington, D. C.

American Council on Public Affairs, 2153 Florida Ave., Washington, D. C.

American Education Press, Inc., 400 South Front, Columbus, Ohio.

American Flag Company, 73-77 Mercer St., N. Y.

American Friends Service Committee, Peace Section, 20 South 12th St., Philadelphia, Pennsylvania. Students address requests to Student Peace Service.

American Library Association, 520 N. Michigan Ave., Chicago, Ill.

Annin and Company, 5th Ave., N. Y. (Flags.)

Brookings Institute, 722 Jackson Place, N.W., Washington, D. C.

Bureau of Coffee Information, 51 West 45th St., N. Y.

Carnegie Endowment for International Peace. Division of Intercourse and Education, 405 West 117th St., N. Y.

Carnegie Endowment for International Peace Library, 700 Jackson Place, Washington, D. C.

*The Catholic Association for International Peace, 1312 Massachusetts Ave., N.W., Washington, D. C.

*Catholic Information Society of Narberth, Box 35, Narberth, Pa.

*Catholic University of America. Institute of Ibero-American Studies, Secretary Edwin Ryan, Ph.D., Washington, D. C.

Commercial Organizations; e.g., Eastman Kodak Company, Bausch and Lomb Optical Works.

Council for Democracy, 285 Madison Ave., New York, N. Y.

Division of Intellectual Cooperation, Pan American Union, Washington, D. C.

Educational Research Bureau, 1321 M. St., N.W., Washington, D. C.

Fischgrund Publishing Company, Apartado 2071, Mexico, D. F.

Foreign Policy Association, Inc., The Medston House, 22 East 38th St., New York, N. Y.

Foreign Policy Reports and Headline Books. Foreign Policy Association, 22 East 38th St., New York, N. Y.

Foundations: Rockefeller, Carnegie, Russell Sage, etc.

Friendship Press, 1500 Fifth Ave., New York, N. Y.

Government Departments, U. S. and State Governments of U. S. and Governments of Spanish and American States.

Industrial Arts Cooperative Service, Inc., 519 West 121st St., New York, N. Y.

Institute for Consumer Education, Stephens' College, Columbia, Mo.

James Mullenbach Industrial Institute, 1613 W. Washington Blvd., Chicago, Ill.

La Nueva Democracia, 156 Fifth Ave., New York, N. Y.

Latin American List and Information Service, 225 Fifth Ave., New York, N. Y.

Latin American Village, 121 Monterey Ave., El Monte, Calif. (Flags.)

The League of Nations Association, Inc., 8 West 40th St., New York, N. Y.

Libraries: Library of Congress, New York Public, etc.

Meyers Military Shop, 816 Seventeenth St., N.W., Washington, D. C. (Flags.)

Motion Picture Companies.

Museums: National, State, and Municipal.

National Audubon Society, Crescent and Mulberry Sts., Harrisburg, Pa.

*National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington, D. C.

National Education Association, 1201 Sixteenth and M Sts., N.W., Washington, D. C.

National Geographic Society, Sixteenth and M Sts. N.W., Washington, D. C.

New York (state) Department of Education, Bulletin to the Schools. Albany, N. Y.

Oxford University Press, 114 Fifth Ave., New York, N. Y. Pamphlets 10 cents each.

*Paulist Press, 401 West 59th St., New York, N. Y.

Progressive Education Association, 221 West 57th St., New York, N. Y.

Public Affairs Pamphlets, 30 Rockefeller Plaza, New York, N. Y.

The Quarrie Reference Library. Free and inexpensive educational materials, including sources of visual aids. Special report No. 17. Chicago, Ill., The Quarrie Reference Library, 1940. \$5.

*Queen's Work, 3742 West Pine Blvd., St. Louis, Mo.

Railroads—U. S. and South American.

Service Bureau for Inter-Cultural Education, 300 West 90th St., New York, N. Y.

Sherritt Flag Company, Inc., Richmond, Va. (Large flags.)

Trade Associations.

Travel Bureaus—Steamship Lines—Airlines, etc.

United States Office of Education, Federal Security Agency, Washington, D. C.

University of New Mexico, School of Inter-American Affairs, Albuquerque, N. Mex. Pamphlets, reports, etc. From 25 cents to \$3.50.

Vertical File Service. H. W. Wilson Co., New York, N. Y.

*Willging, Eugene. *Index to American Catholic Pamphlets*, with Quarterly Supplements; also Volume II, 1942. \$1.25. Scranton, Pa., St. Thomas College, 1937.

World Alliance for International Friendship Through the Churches, 70 Fifth Ave., New York, N. Y.

World Peace Foundation, 40 Mt. Vernon St., Boston, Mass.

(To be continued)

New Books of Value to Teachers

Soul-Clinic—An Examination of Conscience for Religious Teachers

By Two Sisters of Notre Dame of Cleveland, Ohio. Cloth, 200 pp. \$2. Frederick Pustet Co., New York, N. Y.

An interest-evoking title—a pertinently entitled work—actually a course in spiritual therapy by two nuns who have made their own not only many outstanding works on spiritual life, but also the works of Lindworsky, Hull, and Allers. Fortified with this wealth of knowledge (and evidently with a generous amount of experience) they take up the instruments of the spiritual clinic, flash the searchlight of understanding into the soul and, by relentlessly searching questions, X-ray the conscience of religious, and bring to light for acknowledgment all manner of symptoms of spiritual ill health. This diagnosis done, they suggest remedial treatment in an undodging yet persuasive manner.

In Part One, spiritual problems are approached psychologically, not in a sophisticated, ostentatious manner, but with a sincere conviction of the need for religious to disinfect their minds of worldliness. The will is approached through the mind and heart. Thus the mind becomes convinced of the facts presented and appropriate emotions are aroused to support the appeal of the will.

This first section opens with "General Principles" followed by pithy, fearless, and directive discussions of "Religious and the Mind of Christ . . . and the Heart of Christ . . . and the Will of Christ . . . Conforming the will in habits . . . habits of Christlike personality."

"Supplementary Thoughts" are truly religious-character-forming thoughts: Our instinct must be redirected from its downward course. . . . If we are worldlings wearing the religious habit "we should not attempt to train Christian characters and certainly not lay leaders for the Church. . . . We are on trial before the world—the world that has lost confidence in human nature . . ." etc.

By closing this Part with "Mary in Character Education" the authors prove their love for, and loyalty to, Notre Dame. . . . "Mary was positive every moment of her life, because she was constantly making will choices on the high level of the supernatural. . . . The Heavenly Father assigned to her the social position of the working class in a despised village. Mary's will accepted the decision without question."

In Part Two the life of Christ is unfolded through the seasons of the Liturgical Year. The general schematic procedure of each section here is "Adoration, Examination, Contrition, Prayer to Mary," and often "To Mary and Joseph," the latter two portraying in every section the Notre Dame characteristic. As in Part One, the questions are soul searching—indicating thoughts, words, and deeds that must be pruned away.

The serious-minded religious teacher will make of this book a vade mecum, for, despite the pressure of difficult and distracting duties, she knows well that to gain the reward commensurate with her calling, she must maintain a high degree of spiritual health and vigor. The work is a "God-send" for busy teachers and was written especially for them.—S. M. S.

Subject Index to Books for Intermediate Grades, First Supplement

Compiled by Eloise Rue, cloth, 197 pp. \$2.50, combination price, basic volume and supplement, \$5. The American Library Association, Chicago, Ill.

Progressive teachers looking for new material on Latin America, American life, aviation, radio, and European countries suitable for intermediate grade work will be glad to know that Eloise Rue has compiled a supplement to *Subject Index to Books for Intermediate Grades*. It does not supplant the basic volume, which appeared in

1940, as it indexes about six hundred of the books written to meet new curricular needs since that time. Titles are starred or double starred as a guide for purchasing, suitability for grade is indicated, and at the request of libraries the Dewey Decimal classification is given for each title, conforming closely to the system used in the H. W. Wilson Company's *Children's Catalog*. The basic volume and this supplement offer a subject analysis of material suitable for grades 4-6.—L. G.

Companion of the Crucified

Ignatian Meditation, Series III. By J. E. Moffatt, S.J. Leatherette, 194 pp. \$1.75. The Bruce Publishing Co., Milwaukee, Wis.

The meditations in this third volume, corresponding to the Third Week in the Spiritual Exercises of St. Ignatius, consider the passion of our Lord as a motive for perseverance. They are presented in a series of friendly letters from the author to his spiritual child.

"Lest They Assist Passively"

By Gerald Ellard, S.J. Paper, 76 pp. 25 cents. The Queen's Work, 3742 W. Pine Blvd., St. Louis, Mo.

A booklet for priests which will help them definitely in instructing the faithful on the importance of assisting *actively* at Mass and as often as possible. It begins with the text and a translation of the Papal Decree of October 27, 1940. There follow outlines for brief instructions on the subject matter of the Decree, on the ceremonies of the Mass, and on a number of important feasts.

Modern American Life

By Mary G. Keltz and Sister Blanche Marie. Cloth, 452 pp. \$1.44. Ginn & Company, Boston, Mass.

This book traces the history of the United States from the beginning of the westward movement after the Revolutionary War to the present time. Much emphasis is properly placed upon the social, economic, and religious developments which have contributed to our present democratic way of life. The book, intended for the middle grades, is well illustrated. Each unit includes problems for study and discussion.

Pre-Service Course in Machine Science

By Samuel H. Lebowitz. Cloth, 448 pp., illustrated. \$1.96. John Wiley and Sons, New York, N. Y.

This one of the Wiley preservice textbooks presents the fundamentals of machines as outlined by the U. S. Office of Education and the War Department for preinduction training. Pre-supposing only a knowledge of basic mathematics, it presents the principles of mechanics clearly and concisely with the aid of pictures and diagrams. Questions for the student concern both facts and their applications to problems. The work is planned as a textbook for schools and would be suitable for private study.

Secretarial Office Practice

By Foster W. Loso and Peter L. Agnew. Cloth, 541 pp., illustrated. \$1.76. South-Western Publishing Co., Cincinnati, Ohio.

This third edition is based upon the principles set forth in the previous editions and upon the most recent changes in office practice. It may be used as a textbook in a special course or be coordinated into the various specialized courses. It clarifies office duties in general and letter writing in all its phases, and gives helpful guidance suggestions in personality and behavior.

Rational Dictation Studies

By McNamara and Baten. Cloth, 312 pp. \$1.32. The Gregg Publishing Co., New York, N. Y.

An advanced textbook. Contains: word-retention exercises, repetition exercises, business letters, legal material, articles, and New York State Regents' examinations. In the margin on each

page are shorthand outlines of words in the dictation that may prove difficult. The letters are arranged according to their length. Introductory pages supply model forms and information.

Code Typing

By Bauernfeind and others. Paper, 96 pp. 72 cents. The Gregg Publishing Co., New York, N. Y.

A complete textbook for 16 weeks, two hours a day. Contains exercises in general skill, letters and numbers for code, and fictitious plain-language and code messages. For beginners or advanced students.

Graphic Transcription

By Berlin and others. Cloth, 448 pp. \$1.50. The Gregg Publishing Co., New York, N. Y.

An all-shorthand book of practice for advanced students. The exercises are grouped according to specific kinds of business. Each section emphasizes a definite principle of English.

Practical Bookkeeping

By Freeman and others. Cloth, 608 pp., illustrated. \$1.84. The Gregg Publishing Co., New York, N. Y.

A course for the general business student rather than for the accountant. It presents clearly such bookkeeping duties as are quite commonly assigned to secretaries and general office workers.

Influence of Geography on Our Economic Life

By Douglas C. Ridgley and Sidney E. Ekblaw. Cloth, 664 pp., illustrated. \$1.84. The Gregg Publishing Co., New York, N. Y.

One third of the book deals with physical geography as a background for the economic and interpretative geography which follows. The world is divided into 16 climatic regions rather than political divisions. The book is profusely illustrated with pictures, maps, and charts.

A Peace Agenda for the United Nations

Paper, 40 pp. Published by the Catholic Association for International Peace, 1312 Massachusetts Ave., N. W., Washington, D. C.

A report of the postwar world committee, calling for a new world organization to effect justice, to prevent a third world war, and to secure the general welfare of the world.

Lee-Clark Reading Readiness Test

(Kindergarten and Grade 1)

Lee-Clark Reading Tests

(Primer test—A & B. First reader test—A & B)

Occupational Interests Inventory

(Intermediate form and advanced form)

Specimen of any test, 25 cents. California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Calif.

Consumer Training

By Edward W. Heil. Cloth, 598 pp. \$2.72. The Macmillan Co., New York, N. Y.

This is a basal text for high school courses in consumer education. It covers the buying of the various necessities of life—food, clothing, housing, medical care and medicines, travel, recreation, investments. It presents a vast amount of interesting and useful information to help the consumer in making selections of the various items.

The Sword of Saint Michael

By Lillian Browne-Olf. Cloth, 296 pp. \$3. The Bruce Publishing Co., Milwaukee, Wis.

This is a study of the achievements of St. Pius V (1504-1572). Readers of the author's two previous studies of popes named Pius will expect a scholarly and interesting volume, and they will not be disappointed in this third book. St. Pius V was elected Pope in 1566 at a time when the Church was beset by heretics and by the infidel Mohammedans.

The author tells the story of the victories achieved by St. Pius V with the sword of St. Michael the Archangel—his patron. The battle of Lepanto, the outstanding achievement of his reign, is, however, only one of many triumphs.

(Concluded on page 15A)

The Fabric of the School

Fuel Conservation Methods for Schoolhouses

The following outline of procedures for saving fuel has been taken and adapted from a bulletin entitled "Conservation of Fuel," by Messrs. Rowley, Jordan, and London, and published by the Engineering Experiment Station of the University of Minnesota. They are reproduced here to remind school executives of the increasing need for fuel conservation during this second year of the war. While in 1942, there was considerable agitation for fuel conservation, very little is heard this year concerning the problem and it is to be feared that numerous school systems have overlooked the increasing importance of saving coal and fuel, both because of the growing shortages and because of transportation difficulties. — The Editor.

I — Insulation of Walls and Ceilings

1. Application of insulation to the ceiling of the top floor will save from 10 to 20 per cent of the yearly fuel costs.
2. Application of insulation to walls of a schoolhouse will save from 10 to 20 per cent of the yearly fuel cost.
3. Application of insulation to walls and top floor ceilings will result in an increase in the inside wall and ceiling surface temperatures. This will result in increased comfort and decreased fuel costs.

II — Storm Windows and Storm Doors

4. Application of storm windows and storm doors will result in a fuel saving of 10 to 25 per cent.
5. Application of storm windows will raise the inside window surface temperature and thus result in increased comfort and increased fuel savings.
6. Application of storm windows will permit the maintenance of higher relative humidities inside the structure without condensation of moisture and formation of frost on window surfaces.

III — Air Leakage

7. The installation of weather stripping to doors and windows will result in fuel savings of 5 to 10 per cent.
8. All windows and doors should be kept closed except to maintain a minimum of ventilation.
9. If heat is reduced or shut off entirely from storage rooms, etc., door cracks, leading to these rooms should be plugged in order to prevent drafts of cold air from entering the remainder of the school.
10. All fireplace dampers should be tight fitting and maintained closed during the heating season except when in use.
11. All doors leading from heated portions of the house to unheated attic spaces should be well sealed to prevent leakage of cold air.
12. Over a period of years there may be a separation of the window and door frames from the exterior building materials because of continual expansion and contraction of these frames and materials when subjected to varying temperatures. Air leakage through such cracks may be largely eliminated by "calking" these cracks and crevices.
13. Air leakage through cracks between the upper and lower sashes of a window may be eliminated by the application of cellulose tape to joints.
14. The air leakage into basement areas should be reduced to a minimum so that the heat escaping from the heating plant is put to good usage in eliminating cold floors above the basement. All broken basement windows should be repaired and all cracks should be well calked.

IV — Steam and Hot Water Heating Systems

15. For highest efficiency all steam and hot water piping should be quickly freed of air during operation and completely filled with steam or hot water.
16. Any steam or hot water pipes which are not actually used to aid in heating rooms should be well insulated.
17. Any radiators which are not in use either should be covered or the lines leading to them should be disconnected.
18. Any objects which shield radiators such as drapes and curtains, magazines, cabinets, etc., should be removed in order to obtain the maximum output from the radiators.
19. Any collection of dirt between the sections or fins of radiators or convectors should be removed to obtain maximum radiator efficiency.
20. For maximum efficiency, radiators should not be covered with a coating of bronze or aluminum paint. The radiator efficiency may be improved as much as 10 per cent by the application of ordinary oil paints preferably of a dark color.
21. Some fuel saving may result and some increase in radiator efficiency may be experienced if a surface of high reflectivity is placed behind each radiator. Much of the heat which normally would be absorbed by the surface of the wall back of the radiator would then be reflected into the room.
22. If a forced circulation hot water heating system is used, the motor bearings of the water pump should be oiled at least once each season.
23. Any insulation missing from the boiler covering should be replaced to reduce the loss of heat from the boiler to the basement.
24. All boiler flue surfaces should be cleaned periodically, preferably with wire brushes and a vacuum cleaner. Collections of soot on the flue surfaces may reduce the efficiency of the heating plant as much as 5 per cent.

V — Warm-Air Heating Systems

25. The air filters of a forced air heating system should be either cleaned or replaced at least once each year or oftener if necessary.
26. With both gravity and forced air heating systems all the joints in both the supply and return air ducts should be sealed with strips of asbestos or made tight in some other approved fashion. However, the entire duct work should not be covered with a layer of asbestos paper as the change in color and nature of the surface when covered with paper will increase instead of decrease the loss of heat from the ducts.
27. All supply and return air registers and grills in both gravity warm air and forced air heating systems should be open and unobstructed. In no case, should furniture or other articles be allowed to prevent the free flow of air through these openings.
28. With a forced air heating system, additional heat is required if outdoor ventilation air is taken into the unit and distributed throughout the building. The economical operation of the heating plant will be obtained when the introduction of outdoor air is limited and 50 per cent of the air is recirculated from the room.
29. In gravity warm air heating systems return air ducts should be insulated from high temperature sources of heat. If this is not done, the air returning to the furnace will be heated before reaching the furnace and this will reduce the ability of the system to circulate air by gravity.
30. If a cast iron furnace is used in conjunction with a gravity warm air heating system, the

joints between the castings of the furnace should be reset and recemented every three or four years by a reputable heating contractor.

31. The motor and blower bearings of a forced air heating system should be oiled at least once each heating season.

32. The flues and heating surfaces of any air heating system should be cleaned of all soot periodically to maintain highest efficiency. A deposit of soot on such heating surfaces may reduce the overall efficiency of the heating plant as much as 5 per cent.

VI — Domestic Hot Water

33. A hot water storage tank should be thoroughly insulated to reduce the loss of heat from the hot water in the tank to the surrounding air.

34. All leaky hot water faucets should be repaired to eliminate this waste of both water and heat.

35. If it is found necessary to allow water to run during cold weather to prevent freezing of piping, this defect in the piping system should be repaired. The application of insulation at the correct points will usually eliminate the necessity of running the water.

36. The amount of fuel required for heating domestic hot water may be reduced by heating only during morning and evening hours and never heating water above a temperature of 140 F.

VII — Maintenance of Correct Temperature Within the Heated Structure

37. Appreciable savings in fuel may be effected by the maintenance of the lowest practical temperatures within the heated structure. It is usually possible to maintain much lower temperatures during the nighttime hours than during the daytime hours to effect even further savings.

38. Reduce or turn off completely all heat supplied to unoccupied spaces. If there is any danger of damage by freezing in such cases, maintain the temperature slightly above freezing at all times. In the case of radiators in unoccupied spaces, the simplest means of shutting them off without causing damage to the radiators or the piping is to cover them.

39. If a structure is to be unoccupied for several days, the temperature may be reduced to 45 or 50 F. It should be kept in mind that if the temperature is reduced much lower than this, there may be some damage by freezing of pipes in walls or of plumbing because the temperatures to which such pipes are exposed would be somewhere between the indoor temperature and the outdoor temperature.

40. Use thermostatic control to prevent overheating and a consequent waste of fuel.

VIII — Combustion Efficiency

41. If automatic fuel is being used in the heating installation, the percentage of carbon dioxide in the flue gases should be checked by a heating engineer in order to ascertain whether the fuel is being fired with maximum efficiency. In addition, the chimney draft and the stack temperature must also be checked. All of these determinations should be made by instruments as it is virtually impossible to determine the correct setting for firing a fuel by any other means.

42. All heating installations firing automatic fuel should be equipped with automatic draft regulators in the stack for a maximum efficiency. Without such a device it is impossible to set any installation for maximum efficiency under all conditions as the stack draft will vary considerably with changes in outdoor temperature and wind velocity.

43. The fuel input to an automatic heating installation should be adjusted to the lowest practical value which will satisfy the heating requirements during the coldest weather conditions.

44. If the heating surface of a boiler or furnace is insufficient to satisfy the maximum heating requirements and still maintain reasonable efficiency, it may be possible to increase the heating efficiency of the installation by the use of a fuel saver.

45. If hand-firing of coal is used in the heating installation, care should be taken that the methods of firing are those which will result in a minimum waste of fuel.

IX — General

46. A minimum loss of heat through windows will result if all shades are fully drawn during the evening and night hours. Drawing of shades and curtains will not only result in a reduction in heat loss through the windows but will also raise the average surface temperature of the room and thus result in a greater feeling of

warmth to the occupants for the same temperature conditions within the room.

47. A considerable saving of fuel may result if all windows are kept closed during the night hours. From the standpoint of actual ventilation requirements, there is sufficient leakage of air from the outside of the building to the inside to take care of any needs from a health standpoint. The only time when opening of windows in a schoolhouse during winter months is justified is for the elimination of odors.

48. Some rooms which are heated during normal times and which have high heat losses may have the heat cut off for the duration of the war without any undue discomfort. For example, heated garages are a luxury, as the amount of fuel required to heat the average garage, even when attached to the house, is great in comparison with the advantages gained.

Check Fire Extinguishers

An important activity for fire prevention should be attention to fire extinguishers.

The use of critical metals for the manufacture of new extinguishers has been greatly curtailed, and practically the entire output of the fire-extinguisher industry is going to the armed forces and to war plants with top priority ratings. It will be impossible, in many cases, to replace damaged or obsolete standard fire extinguishers until after the war.

Underwriters' Laboratories, Inc., and the Factory Mutual Laboratories, which test and permit labels of approval to be placed on various types of extinguishers meeting their standards of design and performance, have adopted Emergency Alternate Specifications for certain types of extinguishers in an effort to relieve the situation. The spirit in which these specifications have been adopted is expressed in the following statement of the Underwriters' Laboratories, Inc.:

"National preparedness and defense, and now wartime controls of critical materials, have required use of various substitute materials and methods, some of which may not be acceptable after Victory, their replacement becoming a necessary part of the cost of war."

However, proper care of standard fire extin-

guishers that conform to the peacetime standards of the underwriters will keep them in good operating condition indefinitely. Enforcement of the following general rules will prolong the usefulness of existing equipment:

1. Recharge extinguishers immediately after use and after the interval of time recommended by the manufacturer.

2. Use only recharging supplies and replacement parts obtained from the manufacturer.

3. Follow the instructions on the units closely when recharging all types of extinguishers.

4. Inspect extinguishers at least once a month to make certain they are filled, operative, and have not been tampered with.

5. If an extinguisher is damaged by a blow or fall so that there is a possibility that the shell or seam has been damaged, have the extinguisher tested by the manufacturer or his agent.

6. Do not attempt repairs of damaged extinguishers. Return them to the manufacturer for the skilled work such service demands.

7. Have men on the premises who are familiar with the inspection and recharging of extinguishers, and who understand the correct methods for keeping the equipment ready for instant, efficient use.

which are rooted primarily in local ground, would become gravely endangered. The Conference warns farmers to be vigilant lest through federal subsidies they lose control over their schools. Danger of governmental encroachment on their rights and freedoms will grow in proportion as they themselves neglect to give support to rural schools. They should leave nothing undone to provide the best possible facilities for a good education for their children.

"Education, however, does not cease with school days. Through folk schools, study circles, and discussion clubs, farmers should strive to round out their education, not only with regard to agricultural matters but also with regard to things religious and cultural. The Conference favors the further development of adult education which happily has taken a firm root in rural soil."

Due to wartime restrictions of travel, the attendance at the Conference this year was limited to the officers of the Conference, the diocesan rural-life directors, and such friends and members of the Conference who might attend. The Conference reviewed its program of rural-life summer schools and institutes and formulated plans for 1944 sessions. Bishop Joseph H. Schlarmann of Peoria was elected the new president of the Conference. — F. B.

A PLEA TO EDUCATORS AND HIGH SCHOOL TEACHERS OF SCIENCE

About a decade of years ago, in the first issue of *The Science Counselor*, Very Rev. J. J. Calahan, C.S.Sp., LL.D., president of Duquesne University, wrote: "Through *The Science Counselor* we hope to stimulate and assist the teachers of science in the Catholic high schools and encourage them in their worthy efforts to raise the level of science instruction in our secondary schools." As a quarterly journal of teaching methods and scientific information for teachers of science in Catholic high schools, *The Science Counselor* was launched. In informational articles it brought authentic scientific information before the matter reached the textbook stage, and presented modern successful teaching techniques. It outlined methods of conducting science clubs and other extracurricular activities and sponsored a national science essay contest.

With all its invaluable service to high school teachers of science it scarcely seems credible that *The Science Counselor* had to suspend publication last June for lack of support. Surely the teachers of science in Catholic high schools who are now deprived of this valuable publication will wish to send a letter to Dr. Hugh C. Muldoon, editor, *The Science Counselor*, Duquesne University, Pittsburgh, Pa., pledging support of the journal and making the pledge objective by obtaining the subscriptions necessary to bring back into circulation this excellent and helpful science periodical. — Sister M. Dafrose, O.P., Chairman, Science Department, Bishop McDonnell Memorial High School, 260 Eastern Parkway, Brooklyn, N. Y.

JOINT STATEMENT ON PEACE

Here is the statement of principles for world peace signed recently by prominent Catholics, Jews, and Protestants:

1. *The moral law must govern world order.* The organization of a just peace depends upon practical recognition of the fact that not only individuals but nations, states, and international society are subject to the sovereignty of God and to the moral law which comes from God.

2. *The rights of the individual must be assured.* The dignity of the human person as the image of God must be set forth in all its essential implications in an international declaration of rights, and be vindicated by the positive action of national governments and international organization. States as well as individuals must repudiate racial, religious, or other discrimination in violation of those rights.

3. *The rights of oppressed, weak, or colonial*
(Continued on page 10A)

Catholic Education News

RURAL LIFE CONDUCTS EDUCATION DAY

The wartime meeting of the National Catholic Rural Life Conference featured an Education Day on Saturday, October 9, planned by Dr. John P. Treacy and the Graduate School staff of Marquette University. In the forenoon the problem was stated in the matters of curriculum content, leadership training, vocational guidance, etc.

After the luncheon four sectional meetings discussed specifically the ruralization of elementary education, of high school education, of identifying education with the rural community, and developing leadership for Catholic rural schools. A summary of the discussions was reported later to the general assembly. Each secretary or sectional-meeting leader surveyed the discussions of the section. The meeting was closed by the president, the Rt. Rev. Bishop Aloisius Muench.

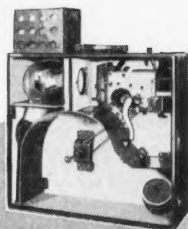
The Resolutions

The following resolutions were adopted at the close of the convention, summarizing the attitude of the Conference on the matter of rural education:

"Closely allied to the work of religion is that

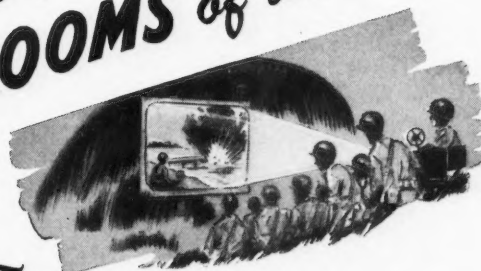
of education. Better rural schools and better trained rural teachers are very much needed. The Conference deprecates the fact that rural parents have allowed their rural homes and their rural schools to become the recruiting stations for cities and city jobs. Commercial urban textbooks and urban-minded teachers, filled with snobbery and derision for rural life, render no service to rural homes and rural communities. No teacher should teach rural children unless she has a social point of view or social philosophy which leads her to understand and be sympathetic to rural life. The rural schools should by proper choice of subjects and methods develop, enlarge, and perfect the creative abilities in boys and girls, the creative abilities which can come to fruition in the making of a good rural home, and the building of a better rural community. In life, and, therefore, in education, homes and communities are primary things. Homes and communities are built with hands as well as with heads. There must be in rural schools courses which train the hands as well as the intellects in the building of better homes and better communities.

"The Conference does not favor laws that would place education more and more under the control of the Federal Government. By such centralization of power democratic institutions,



WORLD'S FIRST PORTABLE PROJECTOR—BUILT BY H. A. DeVRY IN 1912.

His **IDEA** Took Motion Pictures to the **CROSSROADS** and **CLASSROOMS** of the World

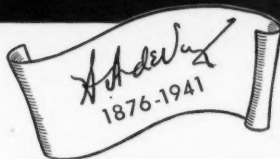


THE modern miracle of Visual Education—given full leash by the speed-up demands of War—had its beginnings in 1912 in a "suitcase projector" that was destined to take motion pictures out of the theater into the meeting places and classrooms of the world.

For three decades Dr. Herman A. DeVry—the man who conceived the **IDEA** of **PROJECTOR PORTABILITY**—made a succession of engineering contributions to the progress of Visual Education that won him a place with Thomas A. Edison and George Eastman on the Honor Roll of the Society of Motion Picture Engineers.

Today's mass production and fighter film-training programs were presaged by his 1914 pioneering of a school library of 86 motion pictures on major subjects of the school curriculum—complete with teacher study guides. In 1925 he established the *DeVry School of Visual Education*, which developed into the National Conference on Visual Education—the largest organized force in the visual field dedicated to the furthering and perfecting of "learn-by-seeing" techniques. Also in 1925 he founded *DeForest's Training, Inc.*, to teach Electronics with the aid of motion pictures.

Dr. DeVry would have been 67 years of age on November 26th. For the company that bears his name, 1943 is the 30th anniversary of its founding. Over its plants flies the coveted Army-Navy "E" with Star—designating continued excellence in the production of motion picture sound equipment—another "first" for **DEVRY**—another tribute to the vision, determination and integrity of its founder—whose inherent modesty would disclaim the oft' heard tribute, "*Father of Visual Education.*"



DEVRY

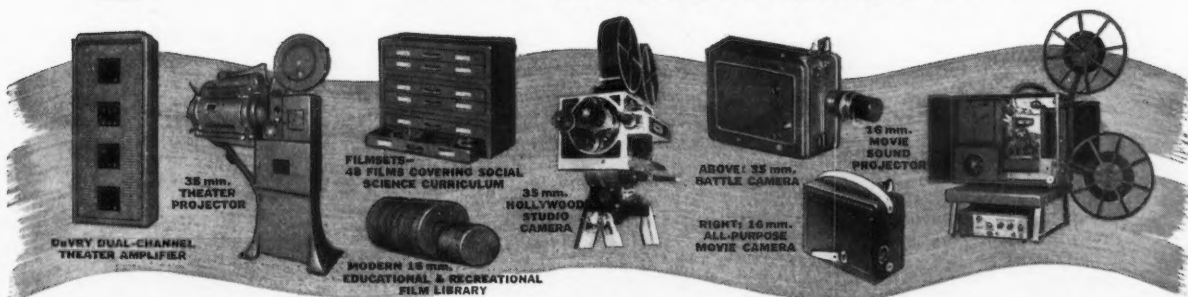
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WORLD'S MOST COMPLETE LINE OF MOTION PICTURE SOUND EQUIPMENT

Catholic Education News

(Continued from page 308)

peoples must be protected. The rights of all peoples, large and small, subject to the good of the organized world community, must be safeguarded within the framework of collective security. The progress of undeveloped, colonial, or oppressed peoples toward political responsibility must be the object of international concern.

4. *The rights of minorities must be secured.* National governments and international organization must respect and guarantee the rights of ethnic, religious, and cultural minorities to economic livelihood, to equal opportunity for educational and cultural development, and to political equality.

5. *International institutions to maintain peace with justice must be organized.* An enduring

peace requires the organization of international institutions which will (a) develop a body of international law, (b) guarantee the faithful fulfillment of international obligations, and revise them when necessary, (c) assure collective security by drastic limitation and continuing control of armaments, compulsory arbitration and adjudication of controversies, and the use when necessary of adequate sanctions to enforce law.

6. *International economic cooperation must be developed.* International economic collaboration to assist all states to provide an adequate standard of living for their citizens must replace the present economic monopoly and exploitation of natural resources by privileged groups and states.

7. *A just social order within each state must be achieved.* Since the harmony and well-being of the world community are intimately bound up with the internal equilibrium and social order of the individual states, steps must be taken to

provide for the security of the family, the collaboration of all groups and classes in the interest of the common good, a standard of living adequate for self-development and family life, decent conditions of work, and participation by labor in decisions affecting its welfare.

Personal News Items

Ad Multos Annos

Golden Jubilee celebrations were held recently for: REV. JAMES F. MELLYN, S.J., in Boston—REV. J. TRACEY LANGAN, S.J., chaplain of Fordham University—REV. EDWARD P. ANDERSON, S.J., of St. Xavier Church, Cincinnati, Ohio. He has been blind since 1929—REV. ROBERT H. JOHNSON, S.J., professor of religion at Fordham College—REV. WILLIAM E. MARTIN, S.J., spiritual counselor at St. Ignatius High School, Cleveland, Ohio—MOTHER M. VERONICA, O.S.U., superior of Beaumont School, Cleveland, Ohio—BROTHER NOVATUS EBBERS, C.S.Sp., at Holy Ghost Novitiate, Ridgefield, Conn.—A Silver Jubilee was observed recently by Rt. Rev. Msgr. MICHAEL J. READY, general secretary of the N.C.W.C. He received greetings from His Holiness Pope Pius XII and from President Roosevelt.

Seven Benedictine Sisters celebrated their Silver Jubilee recently at the Sacred Heart Convent at Cullman, Ala. They were: SISTERS WILHELMINA, RITA, JOSEPH, CHARLES, REGINA, ISABEL, and ALPHONSA. Rev. Joseph A. Tomerlin, of Paulsboro, N. J., a brother of two of the jubilarians, celebrated the solemn high Mass. Rt. Rev. Msgr. Eugene L. Sands, of Birmingham, Ala., a brother of one of the jubilarians, preached the sermon.

Requiescant in Pace

REV. WILLIAM J. ELINE, S.J., 74, died recently in Patna, India. A former prefect at St. Louis University, he went to India after World War I. His brother, REV. ALOYSIUS ELINE, S.J., is a missionary in Alaska.

REV. FRIDOLIN J. RINK, O.F.M., 64, died Sept. 22, at St. Bernardine Monastery, Grand Rapids, Mich.

VERY REV. MARTIN J. O'MALLEY, C.M., rector of Kenrick Seminary, St. Louis, Mo., died Sept. 29, aged 54.

REV. LOUIS A. FALLEY, S.J., a chaplain of World War I, died Oct. 3, at West Baden Springs, Ill., aged 70.

BROTHER NINNIDIUS-ALBERT, F.S.C., aged 66, for 50 years a Christian Brother, died recently at Quebec. He is survived by a brother, BROTHER CHRISTOPHER, F.S.C.

BROTHER PAUL EDWARD, F.S.C., for 14 years director of publications and publicity at Manhattan College (New York), died recently.

MISS AGNES REGAN, director of the National Catholic School of Social Service, died Sept. 30, aged 74. She was the first executive secretary of the National Council of Catholic Women, serving from 1920 to 1941.

Congratulations

FRANCIS P. MATTHEWS, of Omaha, Neb., supreme knight of the Knights of Columbus, chairman of the executive committee of the National Catholic Community Service, and vice-president of the United States Service Organizations, Inc., has received the Catholic Action Medal from St. Bonaventure College, St. Bonaventure, N. Y.

JAMES E. CUMMINGS, assistant director of the department of education of the National Catholic Welfare Conference, has received the honorary degree of doctor of humane letters from St. Francis College, Loretto, Pa.

New Positions and Duties

Rt. Rev. Msgr. PATRICK J. McCORMICK was formally inaugurated as rector of the Catholic University of America on Nov. 9.

REV. EDWARD J. SZUMAL, pastor of St. Barbara's Church, Dearborn, Mich., has been appointed rector of SS. Cyril and Methodius Seminary, Orchard Lake, Mich.

Rt. Rev. CUTHBERT McDONALD, O.S.B., is the new coadjutor abbot of St. Benedict's Abbey.

(Continued on page 12A)

THE PROSE AND POETRY SERIES



It is gratifying to be able to list hundreds of Catholic schools on our roll-call of PROSE AND POETRY adoptions. If you have not examined the books we should like to discuss them with you. Please write us and we shall be happy to cooperate in every way to make these splendid books available to YOUR classes.

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- Diocese of Brooklyn
- Diocese of Buffalo
- Diocese of Cincinnati
- Diocese of Denver
- Archdiocese of Detroit
- Archdiocese of Dubuque
- Diocese of Duluth
- Diocese of Erie
- Diocese of Grand Rapids
- and others

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- Please send us size clothing worn by children when placing orders for costumes.



901 BROAD ST., NEWARK, N.J.

(Continued from page 10A)

Atchison, Kans., and the seventh president of St. Benedict's College.

VERY REV. FRANCIS J. FRIEDEL, S.M., is the new president of Trinity College, Sioux City, Iowa. Father Friedel is the author of several textbooks in sociology.

REV. BERNARD ROSSWOG, O.S.B., is the new rector of Belmont Abbey Seminary. He has been dean of men at the Abbey college.

SISTER M. PETER DOYLE, O.P., is the new president of Rosary College, River Forest, Ill.

MOTHER ST. GEORGE is the new president of Notre Dame College, Ottawa, Canada. She holds a Ph.D. from Fordham University.

BROTHER GONZAGUE is the new provincial of the Canadian Arthabaska Province of the Brothers of the Sacred Heart.

BROTHER POTAMIAN, F.S.C., is now dean of

Manhattan College, New York City, and will continue to serve as dean of the school of arts and sciences and co-ordinator of the Army Specialized Training Program.

REV. LEO O'HEA, S.J., principal of the Catholic Workers College, Oxford University, England, is scheduled for a three months' lecture tour in the United States, under the sponsorship of the department of social action of the N.C.W.C.

REV. CHARLES A. ROBINSON, S.J., Ph.D., professor of the Japanese language, has left the faculty of St. Louis University to enter the Navy as a Chaplain Lieutenant, Senior Grade. Father Robinson taught at the Catholic University in Tokyo from 1923 to 1926.

REV. LOURDU M. YEDDANAPALLI, S.J., a native of India, is now teaching physical chemistry at Canisius College, Buffalo, N. Y.

REV. BENJAMIN L. MASSE, S.J., will conduct

the course in labor ethics at the Xavier Labor School, 30 W. 16th St., Manhattan, New York City.

REV. WILLIAM J. MCGUCKEN, S.J., of St. Louis University, was found dead in bed at Loyola University, Chicago, on November 5. He was 54 years old and a native of Milwaukee. He was director of the department of education at St. Louis University and general prefect of studies of colleges and high schools of the Missouri province of his order. He was a member of the editorial advisory committee for THE CATHOLIC SCHOOL JOURNAL.

Brothers of the Sacred Heart

BROTHER MARTINIAN, S.C., has been elected for a third term as provincial of the Brothers of the Sacred Heart in the United States. BROTHER ALBERTINUS, S.C., superior general of the Brothers of the Sacred Heart, is making a canonical visitation of the houses of his Order in the United States. The Brothers of the Sacred Heart conduct schools in Maine, New Hampshire, Massachusetts, Rhode Island, New York, New Jersey, Louisiana, Mississippi, Alabama, and Oklahoma. The American mother house is at Metuchen, N. J. Six Brothers of the Sacred Heart have left for Haiti where they will conduct two mission schools in the Diocese of Cayes of which MOST REV. LOUIS COLLIGNON, O.M.I., is the Bishop.

Significant Bits of News

¶ In Montreal, the municipal library has found a collection of historical manuscripts previously thought to have been lost. They begin with a letter in the handwriting of Ailleboust, an early governor of French Canada, and close with letters of the late Sir Wilfrid Laurier and the late Sir Robert Borden. The collection will be bound and will be available for research.

¶ At Bay St. Louis, Miss., St. Augustine's Seminary, the only Catholic seminary exclusively for Negroes in the United States, is commemorating the twentieth year of its removal to its present location. Very Rev. Joseph Busch, S.V.D., is rector. There are 55 students in the high school, 10 in the novitiate at Techny, Ill., and 8 in the major seminary. In Bay St. Louis, also are 15 priests, 15 Brothers, and 2 Brother candidates. The school has sent 18 Negro priests of the Society of the Divine Word to labor in the Diocese of Lafayette and in Accra, British West Africa.

¶ In New Orleans, at three centers, a diocesan normal school in Christian doctrine is being conducted, with tuition free, for lay people preparing to teach religion and for others, including non-Catholics, who wish to improve their knowledge of the Catholic religion.

¶ St. Joseph's College, Philadelphia, Pa., is now offering evening courses for a degree. These courses include a two-year course in Scholastic philosophy.

¶ Five graduates of the Catholic University of America from one family are in the armed forces. They are sons of Dr. and Mrs. M. J. Morrissey of West Hartford, Conn.

¶ The Labor College at St. Louis University has reopened under the leadership of its founder, Rev. Leo C. Brown, S.J., member of the Regional War Labor Board and an arbitrator for the National War Labor Board.

¶ Rosary College, River Forest, Ill., has a class to teach how to conduct a Catholic nursery school.

¶ At the school of medicine of Loyola University, Chicago, the Army and Navy students are contributing to a fund to aid civilian medical students.

¶ The Sheil School of Social Studies in Chicago began its second year, Sept. 20.

¶ The opening of a ninth grade in St. Edward Parochial School, Cleveland, Ohio, is the beginning of the first Catholic high school for Negro girls in greater Cleveland.

¶ About \$100,000 from the estate of John F. Fugazzi, a fruit grower in Florida, was left to St. Gregory Seminary, Mount Washington, Ohio.

(Continued on page 13A)

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(Continued from page 12A)

¶ The Catholic University of America has among its students many from Central and South America. From Manila are the two daughters of Manuel Quezon, president of the Philippines who are enrolled in the graduate school of arts and sciences. In the school of social science is Rev. Pacifico Ortiz, of Manila, a chaplain in the U. S. Army. Rev. Father A. A. Olalia is in the school of canon law. Miss Consuelo Madrigal, from the Philippines, is a law student.

¶ St. Louis University is offering an Institute on Foreign Trade, November 1 to January 17, with evening classes once a week, in the school of commerce and finance. Rev. John F. Bannon, S.J., is the director of the courses.

¶ Fordham University, in its bureau of economic research, is making an analysis of the national income.

¶ Among the 66 full-time students at the National Catholic School of Social Service are three Felician Sisters and five laywomen who are preparing to work in Poland after the war.

¶ Students of Rosary College, River Forest, Ill., are assisting in the program of religious instruction for the pupils of the public schools at Oak Park.

¶ Loyola University in Los Angeles, Calif., offers a class in Chinese taught by Dr. H. S. Chan, director of the Catholic Chinese Center, who was educated in China and in California.

¶ The Archdiocese of Detroit has 98,264 pupils in Catholic schools. Of these, 76,925 are in elementary schools, an increase of 1734; and 21,339 are in high schools, an increase of 1394. The public high school enrollment in the state shows a decrease due to the large number of boys who have entered the armed forces.

¶ Fontbonne College, conducted by Sisters of St. Joseph of Carondelet and affiliated with St. Louis University, now makes the study of the humanities compulsory for two years to aid in preserving the peace to follow the war. Three years ago, Fontbonne established the "family major" course to prepare women for homemaking.

¶ Providence College is offering in its extension program a course by Rev. Charles H. McKenna, O.P., on the United States and the British Commonwealth and a course in Italian Civilization by Rev. John C. Rubba, O.P.

¶ In Alexandria, Va., the new building for St. Mary's Academy, conducted by the Sisters of the Holy Cross, was not ready for use in September. Hence, the Baptists of the city are giving the Sisters free use of an entire floor of their Sunday school building for as long as they will need it.

¶ At the State University of Iowa, Rev. Bonaventure Schwinn, O.S.B., is now a professor of religion. He and Rev. Mark Merwick, O.S.B., will be in charge of the Catholic Student Center, to be located in a building recently purchased from a fraternity. The chapel in the building will be dedicated to St. Thomas More. The Benedictine Fathers will care for the students of the university, the Army and Navy students, and the nurses and patients of the university hospitals. They will also direct the Newman Club and act as spiritual director for the Diocesan Council of Catholic Women.

¶ At St. Edmund Juniorate, Swanton, Vt., a minor seminary of the Fathers of St. Edmund, a small mass-production woodworking shop is conducted. Students spend five hours a week making articles which are sold. The main purpose of the project is to give the seminarians an insight into the workingman's life. The wages received by the students pay about 25 per cent of their school fees. Students who develop aptitudes in the use of tools and machinery are permitted, if they wish, to spend their free days in the shop. Groups of students visit local industries, farms, and homes, observing, reporting on, and analyzing their findings.

¶ In the Archdiocese of San Francisco has been organized a federation of the religious organizations of the 35 Catholic high schools. The new federation, primarily spiritual, looking

toward the personal sanctification of its members, is intended to complete the relationship already existing in athletic, social, and intellectual fields.

¶ In the Diocese of Davenport (Iowa), reported figures indicate that in 1942-43 pupils in 52 Catholic elementary and high schools either purchased or sold to others an average of \$29.02 of war stamps and bonds.

¶ St. Mary's College, Notre Dame, Ind., conducted by the Sisters of the Congregation of the Holy Cross, has established a department of sacred theology with courses leading to the degree of master of arts in religion. Here Sisters and laywomen may study theology in the same manner as it is studied by students for the priesthood.

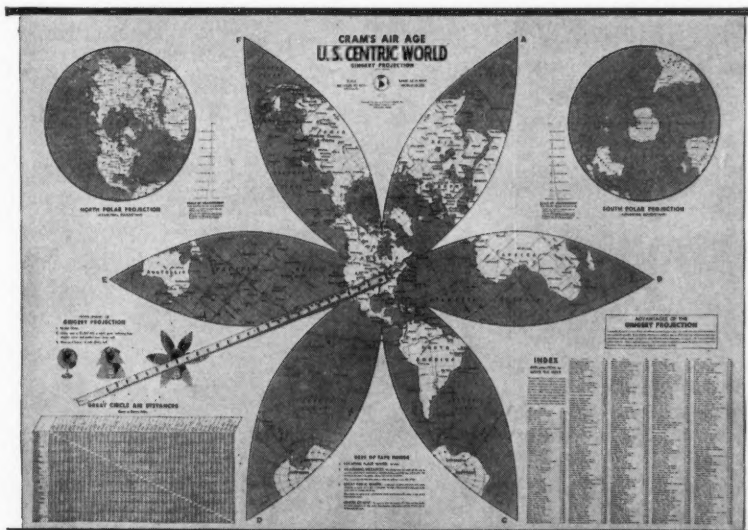
¶ In New York City, the board of education has approved for credit two courses for teachers

based on NBC radio programs. The programs are "Lands of the Free," development of the American nations, broadcast on Sundays at 4:30 EWT; and "Music of the New World," music of the Americas, broadcast on Thursdays at 11:30 EWT.

¶ In Seattle, Wash., 200 girls in the five Catholic high schools have enrolled in Red Cross home-nursing classes as a part of the "Family Relations" course required for seniors. The Red Cross is assisting the voluntary nurses of the parochial schools in this project.

¶ At Camden, N. J., the first Negro parochial school in the state has been opened in St. Bartholomew Parish. Sisters of the Blessed Sacrament are in charge. This order was founded by Mother Catherine Drexel for educational work among Negroes.

(Concluded on page 14A)



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Give your pupils the opportunity to compete for \$4200 in 369 cash and merchandise prizes in our SONG OF BERNADETTE essay contest now running.

TIMELESS TOPIX

128 E. Tenth St., St. Paul 1, Minn.

(Concluded from page 13A)

Radio Workshop for Catholics

To provide radio advantages to Catholic schools and organizations superior to those of many public schools, the Queen's Work (3742 W. Pine Blvd., St. Louis, Mo.) has inaugurated a complete coaching service called "The Queen's Workshop of the Air."

This latest Sodality project will be conducted by Mrs. Mary Agnes Schroeder whose educational radio work in Chicago has placed her among the ablest authorities in the field. Rev. Leo Wobido, S.J., well-known radio lecturer on the international League of the Sacred Heart chain of broadcasts, will direct the project.

The Faculty Adviser, a helpful monthly bulletin for Catholic teachers, published by The Queen's Work, carries in its November issue an article by Mrs. Schroeder entitled "Mikes—Makeshifts and Makebelieve." This article presents suggestions for make-believe radio programs in schools. "The Queen's Workshop of the Air" will supply help in bringing the advantages of listening to real radio programs to all Catholic schools, societies, and individuals.

Catholic Principals Organize

Principals of Catholic high schools in Missouri met at Columbia, on October 1, under the temporary chairmanship of Rev. J. J. Murphy, superintendent of schools for the Diocese of Kansas City, and Brother Felix, F.S.C., of De La Salle Institute, Glencoe, and organized the Missouri Catholic Secondary School Principals Association. Officers elected are: president, Brother Julius Kreshel, S.M., principal, South Side Catholic High School, St. Louis; vice-president, Sister M. Jerome, Lillis High School, Kansas City; secretary-treasurer, Sister M. Elizabeth, St. Mark's High School, St. Louis.

Catholic Education in Colorado

The school report for the year 1942-43 of the Archdiocese of Denver and the Diocese of Pueblo just issued by Rev. Hubert M. Newell, superintendent, reflects a healthy growth in Catholic education in Colorado.

The total Catholic school enrollment in the state was 14,956, a gain of more than 200 pupils over the figure for the previous year. There are 60 elementary schools, 25 high schools, and 3 colleges.

There has been a gain of more than 1000 pupils in the past 5 years; and it is estimated that more than 1000 more would be added now if there were facilities to accommodate them. More than 500 non-Catholic pupils were enrolled in the Catholic schools of Colorado during the past year.

An important Catholic educational activity in the state was the enrollment of 3062 pupils in 58 religious vacation schools in the Archdiocese of Denver and 3886 in 67 vacation schools in the Diocese of Pueblo.

Crowded in New York

Preliminary estimates of Catholic school enrollment in the Archdiocese of New York, according to Supt. Very Rev. Wm. R. Kelly, are for grade schools, 98,500, for high schools, 22,250. A new school building to accommodate 800 pupils from St. Cecilia's School on 106th St. has been named the Commander Shea School. This school, in its two buildings, will enroll about 2200. A new Annunciation School was opened at Crestwood.

Centenary of Holy Childhood Association

The Pontifical Association of the Holy Childhood, which will celebrate its centenary in 1943, is the official agency of the Holy See through which Catholic small children can make their contribution of alms and prayers for the missions. Dennis Cardinal Dougherty, Archbishop of Philadelphia, is president of the Corporate Board and protector of the American branch. In 1940 the pennies contributed by the children amounted to \$2,000,000.

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Catholic Books for a Catholic Christmas

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ST. TERESA OF ÁVILA

By WILLIAM THOMAS WALSH

With masterful strokes of his scholarly pen an eminent writer has merged the appealing humanity and the inspirational spirituality of one of history's most remarkable women. \$5.00

WHAT OTHER ANSWER

By DOROTHY FREMONT GRANT

John Moody's convert-niece blends a modern's dialogue, a woman's mind, and the Catholic slant to serve "cocktail-hour" apologetics to the station-wagon crowd! \$2.75

THE DOVE FLIES SOUTH

By JAMES A. HYLAND

In a haunting Dixie novel meet a southern gentleman who through a fantastic trick of science is forced "to break bread and drink their gall" with the Negroes he despises. \$2.50

WHITE FIRE

By E. J. EDWARDS, S.V.D.

A gripping novel of an American missionary nun's life in an isolated Philippine leprosarium written with the hard, factual ring of an eyewitness account by the author of *THESE TWO HANDS* and *THY PEOPLE, MY PEOPLE*. \$2.75

TALES FROM THE RECTORY

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New Books

(Concluded from page 306)

Christmas Music

The following numbers for mixed voices and choral groups are among the recent publications of J. Fischer & Brother, New York, N. Y.

Adeste Fideles—Kreckel. A very pretty number which would prove interesting to any choral group. *Thou Child Divine*—Elmore & Reed. An attractive number with simple, flowing melody. *The Snow Lay on the Ground*—Elmore & Reed. Rather difficult for children. *A Very Merry Christmas*—Goldsworthy. A beautiful program number for a competent choral group. *They Call Him Jesus*—Yon. Would be rather monotonous without skilled rendition.

The Boy Who Threw Away His Gold

By Brother Ernest, C.S.C. Boards, 87 pp. \$1.50. Dujarie Press, Notre Dame, Ind.

This biography of St. Francis of Assisi is addressed to adolescents.

Gregg Speed Building for Colleges

By John R. Gregg. Cloth, 640 pp. \$1.60. The Gregg Publishing Co., New York, N. Y.

The latest of the Gregg Speed Building Series for advanced shorthand classes, for colleges, universities, and commercial schools. All text material is new, thus avoiding repetition of high school material.

In Touch With God

By Bakewell Morrison, S.J. Cloth, 192 pp. \$1.75. The Bruce Publishing Co., Milwaukee, Wis.

Father Morrison, director of the department of religion at St. Louis University, and author of well-known textbooks in religion, gives us, in this volume, a popular, though scientific, study of Prayer, the Mass, and the Sacraments. The book will foster a better understanding and appreciation for the means of grace.

New Supplies and Equipment

SLIDE FILMS FOR P.I.T. COURSES

The Pre-Induction Training Section of the War Department and the U. S. Office of Education have cooperated in reviewing, selecting, and listing visual-training aids for P.I.T. courses. The various slide-film and motion-picture producers and distributors are assisting in making this list available to all schools. In the meantime, the Society for Visual Education, Inc., has prepared a special list of the S.V.E. slide films, selected for P.I.T. courses. The list is available for free distribution. The S.V.E. list includes several subjects in each of the following fundamentals: preflight, physical fitness, electricity, radio, machines, shopwork, and automotive mechanics. The list also includes three new slide films on job opportunities in the military and maritime services, and three in elementary meteorology, which are in great demand among schools.

Society for Visual Education, Inc., 100 East Ohio Street, Chicago 11, Ill.

For brief reference use CSJ—1210.

DE VRY OFFERS NEW SERVICE

As a full-time consultant in the building of plans for postwar equipment in the predicted expansion in the use of visual-training aids in all departments of education, DeVry Corporation has secured the services of Mr. Charles R. Crakes. His services will be available to educators interested in starting now, without expense or obligation. Mr. Crakes for the past 20 years has been actively engaged in the study and development of visual-training programs and is well fitted by education and experience to give valuable aid.

DeVry Corporation, Chicago, Ill.

For brief reference use CSJ—1211.

OPTICAL CRAFTSMANSHIP FILM

A series of visual education units on "Optical Craftsmanship," each consisting of 10- to 15-minute 16mm. sound motion pictures, a 35-mm. film strip, and a 16-page learner's manual, has just gone into production under the joint auspices of the Navy and the United States Office of Education. "In the Navy itself we are now teaching just about everything by means of 16mm. motion pictures" says Commander E. B. Oliver, U.S.N. It was decided to add this vital new field of training to the machine shop, shipbuilding, welding, and other crafts in which the USOE films have rendered noteworthy aid.

Bell and Howell Company, 1801 Larchmont Ave., Chicago, Ill.

For brief reference use CSJ—1212.

SEARCH FOR YOUNG SCIENTISTS

Fifty thousand high school principals and teachers have been asked to help find the nation's 40 youngsters most likely to succeed as scientists. The selected ones will compete in the third annual Science Talent Search to compete for \$11,000 in Westinghouse science scholarships. Beginning December 3 and continuing through December 27, senior boys and girls in high schools, private and parochial schools, will take the science aptitude examination under the supervision of their own principals and teachers. The 40 seniors who qualify in the tests and write the best 1000-word essay on the subject "My Scientific Project," will be named delegates to the 5-day Science Talent Institute, to be held in Washington, March 3-7, 1944.

The Westinghouse Electric & Manufacturing Company, East Pittsburgh, Pa.

For brief reference use CSJ—1213.

(Concluded on page 16A)

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New Supplies

(Concluded from page 15A)

SCHOOLS OF TOMORROW

Increased attention to audio-visual education in America's postwar schools is foreseen, and in anticipation of this trend in the nation's educational system is now available *Planning Tomorrow's Schools*. The school sound system, already adopted by thousands of schools, provides a quick, easy distribution of radio programs, phonograph recordings, and on-the-spot vocals, as well as serving as a timesaving communication center for the school administrator. Public-address equipment can also be employed to advantage in the school auditorium, gymnasium, or athletic stadium.

Educational Department, RCA Victor Division, Radio Corporation of America, Camden, N. J.

For brief reference use CSJ-1214.

ARMY-NAVY "E" PENNANT

To the Army-Navy "E" for excellence pennant awarded the DeVry Corporation, Chicago, Ill., has been added a white star significant of continued excellence in the production of motion-picture sound equipment. Admiral C. C. Bloch, U.S.N. (Ret.), in making the additional award commended the various plants on their splendid production meriting the additional award.

CATHOLIC THEATER YEAR BOOK

The Catholic Dramatic Movement, P.O. Box 1336, Milwaukee, Wis., has just issued the 1943-44 edition of its yearbook, listing plays it has published since the date of its last complete catalog. The booklet also gives outlines and pictures of stage settings for a number of recent CDM plays and explains the advantages of membership in the Catholic Dramatic Movement.

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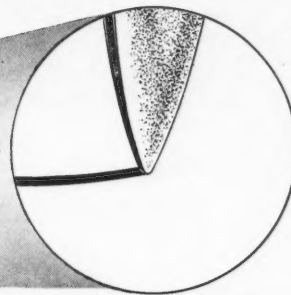
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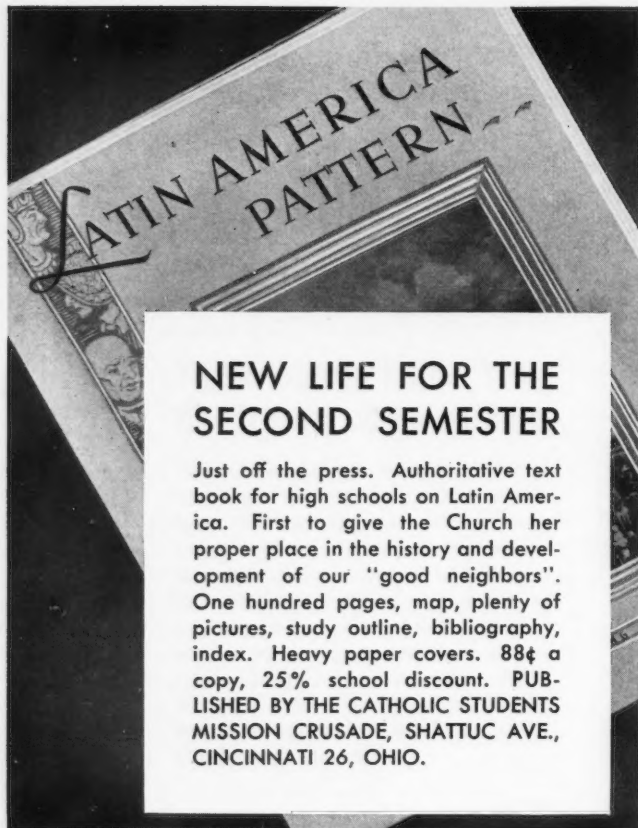


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